

# OAKLAND PUBLIC LIBRARY-81<sup>ST</sup> AVENUE BRANCH

## LIBRARY PLAN OF SERVICE

### TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>2</b>
<b>INTRODUCTION AND MISSION STATEMENT .....</b>	<b>4</b>
Introduction.....	4
Mission Statements and Vision.....	5
<b>GOALS AND OBJECTIVES.....</b>	<b>7</b>
Goal: Strengthen Library Services in Underserved East Oakland .....	7
Goal: Support Formal Learning .....	9
Goal: Empower Residents through Technology.....	11
Goal: Encourage Lifelong Learning through Programs and Services for All Ages .....	13
Goal: Provide Resources and Services for Those with Special Needs .....	15
Goal: Establish the Library/School Complex as the Community Center.....	18
Goal: Introduce Effective and Efficient Library Operation .....	19
<b>SERVICES .....</b>	<b>21</b>
Meeting the Needs of the Community.....	21
Description of Services.....	22
General Library Services—Local and Underserved East Oakland.....	22
Learning Support.....	24
Technology.....	25
Resources and Services for Those with Special Needs .....	26
Library and School as Community Center .....	28
Effective and Efficient Library Operations .....	29
Programming-Encouraging Lifelong Learning for All Ages .....	30
Staffing .....	33
Hours of Service.....	33
Collections .....	34
Partnerships AND Other Relevant Community Services .....	38
Implementation Plan.....	40
Co-Located Joint Use Project – Meeting the Needs of K-12 Students.....	42
<b>JURISDICTION-WIDE SERVICE.....</b>	<b>45</b>
<b>TECHNOLOGY.....</b>	<b>49</b>
Executive Summary.....	49
Integration of Appropriate Technologies in Response to Service Needs .....	51
<b>Meeting the Needs of K-12 Students through Technology.....</b>	<b>55</b>
Technology Implementation .....	58

## EXECUTIVE SUMMARY

This project represents an exciting FIRST for Oakland Public Library (OPL). It is the first joint venture project with the Oakland Unified School District. It is the first large Community Branch built to implement the *Master Plan* for the OPL. It is the first library designed specifically to meet the needs of a particular community based upon a community library needs assessment, and it is the first library to fully integrate the latest technologies. The library will be both a public library and the school library for two New Small Autonomous Schools (NSAs) within the Oakland Unified School District (OUSD or District) with which it shares a campus.

The project proposes a Community Branch Library in the underserved East Oakland area. The library will occupy approximately 23,000 square feet of a 28,000 square foot building it will share with the District. The District will develop this space as multi-purpose space for the two schools.

The population is in transition from African American to Latino, is economically disadvantaged by every demographic measure, has poorly performing schools, a large school age population, many residents who speak Spanish as their primary language, a high illiteracy rate, and includes many persons with disabilities. Their needs were identified through a comprehensive *Community Library Needs Assessment* (CLNA) and are translated into a library plan of service in this document.

The major services included in the plan can be summarized within seven goals of service:

### **Strengthen Library Services in Underserved East Oakland**

The 81<sup>st</sup> Avenue Branch will serve not only the two schools with which it shares a campus, but also its local community, and the larger East Oakland community currently underserved by three small branches. This Community Branch will provide a collection of 65,000 books and audiovisual materials to provide depth and breadth of materials in East Oakland, and ample seating – 111 reader seats plus special purpose seating – to accommodate the large number of school children expected to use the library after school, an adult population wanting quiet reading space, teens who need their own space, and families who want to read together. It will also provide many public access computers, a variety of meeting spaces and extensive programming for all ages (outlined below).

### **Support Formal Learning**

As part of the joint use agreement with the two neighboring schools, the library will provide a Computer Lab for classes to use for instruction and class visits to the library for borrowing materials and information literacy instruction. It will have a large children's collection that supports the curriculum and includes a range of reading levels to accommodate the many English language learners, and a collection of materials in Spanish. It also provides a Multi-Purpose Room for media viewing by classes. Homework assistance will be provided for at-risk students in grades 3-5. Skill-building software will be loaded on the Computer Lab computers for students needing remedial help. It will provide reading enrichment programs to help develop pre-literacy skills among preschool children.

### **Empower Residents through Technology**

In this economically disadvantaged area, the library will bridge the digital divide caused by poverty and provide public access computers and computer training. Patrons will use the library's

60 multi-functional public access computers to access the Library's on-line catalog, electronic information databases, the Internet and business applications. Computer training classes will be provided for all ages, for all skill levels, and for special needs.

### **Programs and Services for All Ages-Lifelong Learning**

While collections are important to local residents, library programs and programming are almost more important. These programs all promote lifelong learning and will be provided for all ages. For toddlers and preschoolers there will be story times. For children there will be reading enrichment and reading incentive programs to encourage a lifelong love of reading and learning. There will also be after school programs, including book-related crafts, writing, and cultural presentations. For teens there will be programs developed by a local Teen Advisory Council, including topics already suggested by local teens- music, poetry, college information, movie and computer instruction. For adults there will be ESL and parenting classes offered during the school day so that parents can attend when their children are in school. There will be general cultural and practical "how to" programs presented regularly in conjunction with community partners. For seniors, programs and classes will be developed in conjunction with the East Oakland Senior Center.

### **Provide Resources and Services for Those with Special Needs**

There are four constituencies with special needs that the library will serve—Spanish-speaking residents, those with limited reading skills, those with disabilities and the unemployed. Spanish-speaking residents will have a large Spanish language collection of popular books, magazines and audiovisual materials, including books to read to their children. They will have a Spanish language interface to the Library's home page, ESL classes, and a family literacy program. Those with limited reading skills can participate in the library's literacy tutoring program, use high interest-low vocabulary books, and access useful skill-building resources from the Library's home page. Patrons with disabilities will find the library facility fully accessible and will have assistive devices for computer use, as well as a room for using book reading equipment.

### **Establish the Library/School Complex as Community Center**

There is no community center or gathering place in this community. The Library/School Complex is envisioned by community members, the schools and the library as a community resource. The library will provide a number of meeting rooms, ranging in seating from 6 to 100 for community gatherings, library or school programs or classes. Promoting the library as a community center, there will be active programming for all ages. In addition the library will collect and disseminate information about community services and activities, organizing them in literature display racks. It will also display art and crafts of local school children and residents for community enjoyment.

### **Introduce Effective and Efficient Operations**

The purpose of the introduction of effective and efficient library operations is to free staff time for patron interaction and enhanced customer service. Efficiencies will be realized in the circulation process through the use of self-check machines, check-in and re-sensitization of returned materials using RFID technology and the independent pick up of reserved materials by patrons. Librarians will be more available to patrons through the use of movable reference "perches" and wireless headphones and electronic notebooks (or tablets) that free them to move around the stacks and public areas. The centralized ordering of most materials will save additional professional time that can be used to implement and develop further the joint venture with the two OUSD schools with which it shares a campus and a vision.

# INTRODUCTION AND MISSION STATEMENT

## INTRODUCTION

This 81<sup>st</sup> Avenue Branch is an exciting FIRST for the Oakland Public Library.

This is the first joint venture project with the Oakland Unified School District. It is the first time the library has partnered with any of the OUSD's New Small Autonomous (NSA) schools, created in response to problems within the beleaguered school system. It is the first large Community Branch built to implement the *Master Plan* for the OPL. It is the first library in the east part of the City that is large enough to provide a full range of needed library services and materials. It is the first library designed specifically to meet the needs of a particular community based upon a community library needs assessment, and it is the first library to fully integrate the latest technologies.

### Three Constituencies

This library will have three constituencies. The first comprises the 400 students and teachers of ACORN-Woodland Elementary and EnCompass Academy, the two NSA elementary schools with which the library will share a campus and for which it will serve as the school library.

The second constituency is the neighborhood surrounding the library site, including a current population of 16,577 and a projected 2020 population of 17,904. This is the local service area definition for purposes of evaluating the demographics of the neighboring community.

The third is a larger community in East Oakland. The draft *Master Plan* for the Oakland Public Library system reports that the east area of Oakland is underserved. There are three small neighborhood branches with limited collections, few public access computers, inadequate seating, and insufficient space for programs and services needed by the residents. The draft *Master Plan* recommends a large Community Branch in this geographic area to supplement existing service. The 81<sup>st</sup> Avenue Branch is this Community Branch. The service population of the entire area is currently 34,851 and the projected 2020 population is 45,736.

### Demographics

The three constituencies share many of the same characteristics:

- **Diverse Population:** The library's service area has a diverse population, with significant numbers of whites, African Americans and Latinos. The area is in transition from a predominantly African American to an increasingly Latino community. The local service area is 49% Latino. Many of the residents are recent immigrants (33%), primarily from Latin America, and speak Spanish.
- **Many Youth:** There is a high proportion of children and young families.
- **Schools Facing Challenges:** API scores for the local schools are in the lowest decile of California public schools. These schools are among the lowest within a District that is experiencing major problems that culminated in its "takeover" by a State Administrator in 2003.

- **Relatively Low Education and Literacy Levels:** Approximately one fourth of the adults have less than a ninth grade education; 50% have less than a high school education and 38% of adults read at the lowest reading levels.
- **Socio-economically Disadvantaged:** East Oakland is economically depressed, with low per capita income and an extremely high poverty rate.
- **Persons with Disabilities:** There is a significant adult population with disabilities, including those in the 21-64 age bracket and those above 65.

### **Library Service Needs**

The library service needs of these three constituencies were identified during the comprehensive *Community Library Needs Assessment* (CLNA) conducted over an 18-month period in 2002-2003, as well as needs assessment work done for the *Master Plan*. The needs may be grouped into seven categories:

- *General Library Services* for both the local community and the larger community of East Oakland, including diverse collections in English and Spanish, ample seating, and a safe place for neighborhood residents
- *Learning Support* for students pre K-12, particularly the two NSAs sharing a campus with the library, including class visits, computer training, library instruction, a place for students to study after school, and homework assistance
- *Technology*, focusing on public access computers and computer training classes
- *Programming and Services for All Ages* to encourage *Lifelong Learning*
- *Resources and Service for Those with Special Needs*, including Spanish-speaking residents, the unemployed, those with limited literacy skills and the disabled
- *The Library and School as Community Center*, providing a community focus, place to gather and distribution point for community information
- *Effective and Efficient Library Operations* to enhance customer service

The purpose of this *Library Plan of Service* (LPOS) is to translate these library service needs into service responses for the new library. Based upon the community demographics and building on the priority service needs, the LPOS provides goals and objectives that are strategic responses, a description of service to be provided, and a description of the ways in which technology will enhance services.

## **MISSION STATEMENTS AND VISION**

The *Library Plan of Service* is guided by the Mission Statement of the Oakland Public Library:

*The Oakland Public Library informs and delights our diverse community as a resource for information, knowledge and artistic and literary expression, providing the best in traditional services, new technologies and innovative programs.*

This mission statement captures the optimism of this library project that does, in fact, manifest all elements of the mission statement.

The Oakland Public Library and a Community Action Committee, composed of Oakland residents and leaders representing different areas and constituencies of the City, are completing

work with an architectural and planning consulting firm on a thorough analysis of the library and its facilities and a *Master Plan* for the library's future. The draft *Master Plan* is included as a separate document with this grant application. The vision of the *Master Plan* includes five elements and guides this *Library Plan of Service*:

- Education: Support formal and informal education of individuals, including literacy, life skills and job skills
- Enrichment: Support life-long learning, literary and cultural events, the library as a gathering place
- Equity: Provide geographic equity, equity of services and resources, and accessibility
- Enticement: Reach out to established and new users
- Efficiency: Improve efficiency of operations through infrastructure, models of operation and partnerships

This project will be the first developed out of this vision for an enhanced public library system for the City of Oakland.

As a co-located joint venture project, the goals and objectives within the *Library Plan of Service* also are guided by the mission statements of the two partnering schools:

*The mission of the ACORN-Woodland learning community (both schools) is to:*

- *Break the cycle of unequal educational outcomes for African American, Latino, and low-income students of Oakland*
- *Prepare all of our graduates for success in any public or private high school in the Bay Area*
- *Cultivate the curiosity, creativity and social consciousness of our students*
- *Empower students and their families to build a healthy community and take action to correct systemic injustices they face*
- *In the bilingual program, produce fully bilingual / bi-literate graduates*

## GOALS AND OBJECTIVES

There are seven goals with objectives that will focus library service to meet the needs of the East Oakland community this library is intended to serve. They are:

- Strengthen Library Services in Underserved East Oakland
- Support Formal Learning
- Empower Residents through Technology
- Encourage Lifelong Learning through Programming and Services for All Ages
- Provide Resources and Services for Those with Special Needs
- Establish the Library/School Complex as Community Center
- Introduce Effective and Efficient Library Operations

### GOAL: STRENGTHEN LIBRARY SERVICES IN UNDERSERVED EAST OAKLAND

The draft *Master Plan* identified the need for additional library resources to provide equitable service in East Oakland. This Community Branch will serve both its local neighborhood and the larger underserved East Oakland area. The meager resources of the three small branches will be supplemented by the collections, meeting spaces, and computers of the new library.

Currently there is no library on this site. During the first year of service, the service indicators identified below will be used to set a baseline for service. After one year of service, a customer satisfaction survey will be administered to the school personnel and other library users to assess satisfaction with the collections, programs and other aspects of public service and to identify unmet community library service needs.

#### Collections

Need: Based upon the guidelines of the *Master Plan*, the collection should include 65,000 books and audio-visual materials at build-out, as well as periodicals, to serve both the local and the larger East Oakland community. With 46% of local residents speaking Spanish in their homes, collections will be needed in both English and Spanish. A variety of reading levels will be needed to respond to the diversity in educational level and English language proficiency. The collection should be weighted toward children's and teen materials, responding to the age distribution demographic. Adult materials will include many life skills materials.

Objective: The library's collection is responsive to the needs of both the local and larger community served by the library

Implementation: A collection profile has been developed to respond to these needs; refer to the Services section of this *Library Plan of Service*. The collection will be purchased new; there is no existing collection. It will be phased in over the first years of operation, with 70% available by opening day. Additionally, the annual collection budget will be approximately \$130,000 to continue addressing the needs in this underserved and economically depressed community.

Service Indicators:

- The opening day collection corresponds to the collection profile developed through the CLNA
- The distribution of the collection shows a significant correlation to the circulation figures after the first six months
- The percentage of the target collection available by opening day

## Seating

Need: There are many seating needs to be reconciled in this new library. The *Master Plan* recommends 90-110 seats for a Community Branch. This library should be on the high end to accommodate the needs described below.

Residents of East Oakland have modest incomes. Many share housing to reduce costs, resulting in crowded homes and a dense population. Many students do not have a place to study or do their homework at home, undisturbed by their siblings and other family members. The library needs ample seating for students, including both individual and small group study space, especially since it will share a campus with two elementary schools whose students are expected to use the library extensively after school.

Latinos participating in the CLNA indicated that they will use the library as families, and need a place where parents and children can read together without disturbing other library activities.

Adults and seniors, while fully supporting the use of the library by youth, want a “refuge” from the busyness of the library, a quiet space with comfortable chairs where they can read.

The Library’s Youth Leadership Council, representing teen interests, stressed the need for a place for teens that is separate from the adult and children’s areas, with teen-friendly seating and décor. Teens will need to be enticed into the library from the streets.

Objective: Ample seating is provided to meet the needs of students, teens, families and adults in the new library from opening day

Implementation: Seating in the new 81<sup>st</sup> Avenue Branch will be provided according to the amounts and allocations set forth in the *Community Library Needs Assessment*.

Service Indicators:

- Sufficient seating for students after school, measured by the number of unoccupied seats
- Families read together in seating provided in the children’s areas, as observed by staff
- Adults use the quiet reading area without distraction, as observed by staff
- Use of the Group Study Rooms as indicated by the reservation record

## Safety

Need: The east area of Oakland is plagued with criminal activity, both minor and major. Parents are reluctant to have their children use the local park because of this. The library needs to be and to be seen as a relatively safe place for children and youth in order for it to be successful. While library staff are not in the position to supervise children, they do manage the library for safe use.

Objective: The library is a safe place for community members and staff



Implementation: The design of the library and the provision of four potential staffing points on the first floor will allow good visual supervision of the public space. A building alarm system will deter the general public from accessing the school site through the library. The second floor will house only staff spaces and those for controlled and supervised activities. Public access to the school campus through the library will be restricted, as required by both the library and schools.

Service Indicators:

- Number of “incidents” per year inside the library; the number of times security staff are summoned to handle incidents
- The general public do not access the school site from the library
- Parents view the library as a “safe” place as measured by library usage (visitor count) and their comments to teachers/staff

## **GOAL: SUPPORT FORMAL LEARNING**

OUSD and the City (Library) have entered into a joint use cooperative agreement to provide enhanced library service to the students of ACORN-Woodland Elementary and EnCompass Academy, the two new small autonomous (NSA) elementary schools within the Oakland Unified School District. These schools were established to help counteract the problems of the larger and troubled OUSD schools. They are small (about 200 students each), have parent and community involvement; their principals are innovative. With the schools and library sharing a campus, this is an unprecedented opportunity for partnering in the support of students.

Elements of the joint venture include the creation of the Library Coordination Committee (LCC) with members of both the school and library to implement, evaluate and extend the joint venture program; regular teacher/class visits to the library for library instruction, storytelling and borrowing materials; regular visits to the Computer Lab for instruction, homework assistance, a family literacy program and shared meeting and program rooms.

In addition to the two NSAs, the library will serve two traditional elementary schools, one charter school and one NSA high school in the local area. It will provide supplementary services for six elementary, one charter, three middle and one high school, plus three parochial and one private school in the greater community. These schools have limited library resources and even more limited staffing and hours. The total school age population is large; 28% of the population is between the ages of 5 and 18. Children and youth are a significant service population. Support of their academic success will be a large component of this plan of service.

Students have additional needs. The schools in this area of Oakland perform poorly. All local schools fall into the lowest decile of California schools in API statewide ranking, and almost as low for the similar schools ranking. Parents, teachers and students want a place for children to do their homework. Students need tutoring and assistance. Many of the parents are unable to assist their children because of their limited English proficiency (almost 46% speak a language other than English at home, predominantly Spanish), educational attainment (almost 50% have less than a high school education), or literacy (38% of adults in Oakland read at Level “1”).

Technology needs associated with formal learning are included in the *Empower Residents Through Technology* section later in this section.

## **School Library**

**Need:** Currently there is no school library for either of the two NSAs at the 81<sup>st</sup> Avenue campus. The 81<sup>st</sup> Avenue Branch will serve as the school library for both.

**Objective:** Provide a fully-operational school library for these two NSAs.

**Implementation:** The new facility will provide spaces that are particularly sized and scaled for use by teachers with their classes, including a Children's Multi-Purpose Room (for media viewing and the homework program) and a Computer Lab equipped with 30 computers and media post-production equipment. The general public will also use these spaces during after-school hours.

The collection for students will be developed in conjunction with the LCC. The collection will include both English and Spanish curriculum-related materials for students (to be used not only by students but by Spanish-speaking parents who want to work with their children on homework assignments), bilingual reference books, and a range of reading levels to match the different levels of English language proficiency.

**Service Indicators:**

- Number of teacher/class visits to the library monthly from the two school on campus
- Number of curriculum-support materials in library on opening day (children's non-fiction), and circulation
- Number of classes receiving information literacy instruction and number of students monthly

## **Homework Assistance Program**

**Need:** Most community members participating in the CLNA requested a homework assistance program, especially to target students in grades 3-5 and their parents. Students need to develop good study skills, and parents want to learn how to help their children. This whole program needs dedicated space for use after school.

**Objective:** A library homework assistance program assists elementary school students

**Implementation:** The two NSAs will have an after-school program that includes an element of homework assistance, primarily supervision. The library will provide a more structured program called PASS! (Partners for Achieving School Success) which has a proven track record in libraries and other locations throughout the City. The PASS! Program received national recognition in the form of a \$500,000 De-Witt Wallace grant to participate in its Public Libraries as Partners in Youth Development initiative.

**Service Indicators:**

- Number of students participating in the library's homework assistance program quarterly
- Number of students attending training classes on study skills quarterly
- Number of parents attending classes on how to support their children with their studies
- Improvement in student performance in school as reported by teachers of students enrolled in the programs from the two NSAs

A Children's Librarian dedicated to the implementation of the joint venture project will provide classes for students (both those in the PASS! program and others) on study skills. In conjunction with teachers from the NSAs this staff member will also present programs for parents on how to help their children succeed in school; this program will be presented for both English and Spanish speaking adults.

### **English Language Learning Support**

**Need:** Many students in local elementary schools are English learners who have limited English proficiency. ACORN-Woodland Elementary and EnCompass Academy have a bilingual education program that includes instruction in English and Spanish while the students are learning English. These students need curriculum-related materials at lower than grade reading level. They need special support in developing their basic English language skills, including software tutoring programs for skill building.

**Objective:** Materials and services support English language learning students

**Implementation:** The library will provide curriculum-related materials at lower than grade reading level as well as software tutoring programs for skill building, identified in conjunction with the teachers in whose classes these students are studying. The software will be used by students independently as well as by teachers when bringing classes for regular instruction in the Computer Lab.

**Service Indicators:**

- Collection of curriculum-related materials at a variety of reading levels is available at opening day, as identified through the opening day collection vendor
- Software for skill-building installed on computers in the Computer Lab for use by English language learners

## **GOAL: EMPOWER RESIDENTS THROUGH TECHNOLOGY**

### **Public Access Computers**

**Need:** The demand for public access computers is great—the highest need expressed during the CLNA. Public access computers were identified as a major priority in the new library. Residents of this area fall into the category of persons least likely to have computers at home—Latinos (49% local neighborhood, 41% larger community), unemployed (9.7% in Oakland), those with household incomes under \$30,000 (well over 28%), and those without a college education (92.6%). In a recent library user survey in the area, 49% of respondents reported not having access to a computer at home.

The draft *Master Plan* recommends that new Community Branches provide between 50 and 60 computers for public use. The provision of computers at the public library will help bridge the digital divide caused by the poverty in this area. It will give patrons of all ages an opportunity to build skills that are necessary for school and job success. The library's multi-functional public computers will include access to the library's catalog, the Internet, electronic databases and business applications (word processing for reports, spreadsheets, PowerPoint). The library's Web page will help users get to useful Internet sites. While much of the library's plan of service is

geared to elementary age children, these resources will be of particular value to older students doing research and reports, and investigating colleges.

Objective: Public access computers meet the needs of an economically disadvantaged community

Implementation: Sixty public access computers will be provided in the new Community Branch, as recommended in the *Master Plan* (the larger number is more appropriate for this disadvantaged community). At least four will have Spanish language Windows and Office Suite applications. All computers will be operational by opening day.

Service Indicators:

- The new library has 60 multi-functional public access computers at opening day
- Number of patrons using the library's computers each month as determined through automated sign-ins
- Number of patrons waiting for computers, as observed by staff

### **Computer Training**

Need: Along with public access to computers, computer training is a great need in this community. Without having computers at home, residents of all ages will need instruction on how to use the computer, from basic mouse navigation to much more advanced searching techniques on the Internet. The unemployed will want to know how to build job skills and where jobs are available. Seniors requested special training classes just for them, for their own enjoyment.

Objective: Community members develop or enhance computer skills

Service Indicators:

- The new library provides a Computer Lab for use by elementary school classes and a second computer training area for adults, both of which are available on opening day
- Number of training classes provided to the general public or targeted audiences, and the number of participants per month
- Number of classes using the Computer Lab during the school day each month; number of students participating
- The need for more advanced classes, as indicated by computer class registrations

Implementation: A child-scaled Computer Lab will be provided for regular computer skill instruction for students from the two NSAs. Additional classes will be provided by the staff of the PASS! homework assistance program as part of their study skills lessons. This Computer Lab will also be used by families who wish to learn to use the computer together.

Computer training classes for adults and teens will be offered in one of the public meeting rooms using laptops and wireless technology. Library staff will provide computer training for targeted audiences of all ages and skill levels. Some classes may be provided in conjunction with the District's Adult Education program.

## **Customer Service**

Need: Technology presents an opportunity to expand library services to library patrons.

Objective: Customer service is improved through technology

Implementation: OPL will either upgrade its current automation system or install a new robust one during the next two years. This will be the first library facility planned for full integration of technology into services. The library's Web site includes links to resources for special constituencies, making technology access easy for those with little computer background. Remote access to the library's resources will be improved for patrons who do have computers at home or at work, providing the ability to search the catalog, reserve and renew materials, access the Internet and electronic databases, reserve computer time, interact with a librarian 24/7, and many other services.

Service Indicators:

- An upgraded Dynix or new robust automation system is operational upon opening day
- Links are available from the library's home page for Spanish-speaking and English language learners, literacy students, and those seeking information about jobs or careers
- Patron use of computers is managed by an on-line computer reservation system and time-out software

## **GOAL: ENCOURAGE LIFELONG LEARNING THROUGH PROGRAMS AND SERVICES FOR ALL AGES**

While collections are important in this and all Oakland communities, services and programs for all ages are even more important, according to the CLNA. Community members requested a variety of services and programs to respond to their needs. While the services and programs are varied, all are linked to the goal of encouraging lifelong learning.

### **Preschoolers**

Need: Over 10% of the population in the library's local service area is under five years of age. This is significantly higher than for the whole of Oakland and represents a large number of youngsters. With the problem of illiteracy in the area, both the library and schools have a major focus on reading readiness, preparing young children to be successful in school, in order to break the cycle of illiteracy. This is especially important in the immigrant homes, where the introduction of reading may not be done by parents with limited education themselves. In addition to the kindergarten classes of the NSAs, there will also be two Early Childhood Education Centers (ECE) sharing the campus with the library. A K-3 OUSD charter school is also located nearby. There are many home-based childcare providers in the area as well.

During the CLNA, one of the greatest demands from parents and educators was for storytelling for preschoolers and for toddlers as young as two, in both English and Spanish.

Objective: Children are exposed to the joy of reading and the library at an early age

Implementation: The new library will contain a collection with appropriate materials for children (refer to the *Services* section for a more specific description of the allocation). Programming will include story times for preschool children, as well as family literacy activities for adults with small children.

Service Indicators:

- Number of preschool story times and attendance per quarter
- Circulation of the picture books collection, both English and Spanish
- Number of visits to the library from the ECE classes

### **Elementary Age Children**

Need: The percentage of elementary school aged children in the area is high-11.3% in the local neighborhood. Parents, teachers, community service providers and the elementary school students themselves asked for reading enrichment and reading incentive programs to encourage in these students a habit of reading and to improve reading skills. Reading enrichment programs that involve the whole family were especially requested. With many students coming from homes where the educational attainment of parents is low, the school and library will be the primary providers of this encouragement. There is little for children to do after school. Community members asked the library and school to provide after school programs that edify the children.

Objective: Elementary age children are encouraged to read through reading enrichment incentive programs

Implementation: Reading enrichment and incentive programs will be offered for children, with a particular focus on encouraging children to read for fun. Book-related programs with seasonal, holiday, and special-topic themes will also be offered.

Service Indicators:

- Number of students enrolled in reading incentive programs such as the Summer Reading Program
- Number of reading enrichment programs and attendance at each
- Number of reading-related after school activities and attendance

### **Teens**

Need: Older teens (15-19) comprise about 8% of the neighborhood. The activities for teens in the area are limited. Teens do not necessarily view the library as a teen-friendly place in their community. There is a need to entice teens off the streets and into the library, where they can be re-introduced to its services. Teens need a place of their own in the library, distinct from the children's area, an environment from which they can explore the library's resources. The Library's citywide Youth Leadership Council (YLC) has developed recommendations for spaces and materials for teens that will respond to their need for recreational reading, computers, seating and meeting space. Teens requested music programs, poetry jams, computer access and training, college preparation and job skills.

Objective: The library is teen-friendly; teens are enticed into the library

Implementation: A special Teen Area will be developed in the new library. A local Teen Advisory Council will be established to help develop and implement teen programs.

Service Indicators:

- A teen presence in the library, concentrated in the Teen Area, as observed by staff
- Circulation count of teen recreational materials
- Number of teen programs and attendance

### **Adults and Seniors**

Need: While during the CLNA adults often focused on the needs of the youth in the community, lifelong learning requests for adults and seniors did emerge. Adults want the library and school to provide a variety of community programs, ranging from ESL and parenting classes to safety and home repair workshops. This is consistent with the interest of both the library and the schools in reaching out to the community and sponsoring classes, other educational opportunities, and civic and cultural programs for their neighbors.

Objective: Adult education programs support lifelong learning

Implementation: Educational, cultural, recreational, literacy, and reading programs for adults and seniors will be offered at the library. The library may partner with the East Oakland Senior Center to offer programs and services to senior patrons.

Service Indicators:

- Number of ongoing classes and programs and attendance
- Number of individual programs and attendance

### **GOAL: PROVIDE RESOURCES AND SERVICES FOR THOSE WITH SPECIAL NEEDS**

Aside from students, there are four populations with special needs in this area of Oakland: residents who speak Spanish; those lacking basic literacy skills; persons with disabilities; and the unemployed. These are all substantial populations in the service area, each needing special programs or equipment to fully utilize the library and its services.

#### **Spanish-Speaking Residents**

Need: Almost 46% of residents in the local area and 39% of those in the larger community area speak Spanish at home. A full 33% are immigrants, with almost 36% speaking English “less than very well”. Many have limited education. They want to be able to help their children be successful in school, but lack the language and educational skills to do so. They want Spanish language children’s books that are curriculum-related so that they can read about topics their children are studying and can assist them. Others want the library and school to provide homework assistance.

The needs of Spanish speaking students are included in the *Formal Education* goal above.

Adults want books, magazines and audiovisual materials in Spanish. Some want to learn English or to become citizens of the United States. They want both materials and classes to help them

with these goals. They want programs in Spanish, as well as family programs they can share with their children in English and Spanish. Some come from countries where free public library service is not provided.

Objective: The Library is useful to and used by Spanish-speaking residents

Implementation: A Spanish-language collection will be provided that emphasizes popular materials, including periodicals, audiovisual items, parenting materials, and ESL/literacy materials. At least four of the library's public access computers will have Spanish language interfaces and Office Suite applications. Outreach and partnerships with schools and other community organizations will be used to encourage use of the library by Spanish-speaking patrons, especially immigrants who are unfamiliar with free libraries.

Service Indicators:

- Number of Spanish language materials in the collection and the circulation of these materials
- Number of Spanish language children's materials in Spanish that are curriculum related
- Number of Spanish-speaking adults participating in ESL, basic literacy or citizenship classes
- Number of library card applications in Spanish processed at the branch
- Number of programs targeting Latino families, and attendance at each
- Number of sign-ins on computers with Spanish language interface

### **Low Literacy Adults**

Need: About 60% of local residents have less than a high school diploma and 26% have less than a 9<sup>th</sup> grade education. In Oakland as a whole, 38% of adults read at the lowest level or not at all. These persons need basic literacy tutoring and instruction and materials of high interest with low vocabulary. They need resources to develop their reading skills, including those available in electronic format, so that they can also build useful computer skills. They need a place that provides some privacy for tutoring to avoid embarrassment. Because many of the potential users of this service will be adults with limited English proficiency, literacy strategies should target this group. To break the cycle of illiteracy, it is necessary to focus on emerging and family literacy.

Objective: The library is useful to and used by adults with limited literacy skills

Implementation: Access to the Library's Second Start well-respected literacy program will be offered at the 81<sup>st</sup> Avenue Branch. Classes at the program's headquarters in West Oakland will be available at the 81<sup>st</sup> Avenue Branch via video-conference in one of the new library's meeting rooms. Small group study rooms and a collection of literacy materials will be made available for one-on-one tutoring services offered at the branch. The branch's public access computers will also feature links to the skill-building resources available through the Library's Web site.

Service Indicators:

- Number of students enrolled in the Second Start literacy program
- Number of literacy support materials in the collection
- Number of hits on the Library's literacy link from the home page (link to be developed in conjunction with this project, usable throughout the OPL system)
- Number of new readers participating in classes from the Second Start headquarters via video-conferencing



- Number of families participating in the family literacy program
- Use of Study Rooms by literacy tutors and students as measured through room reservations

## **Disabled**

**Need:** The percentage of east Oakland residents who reported disabilities in the 2000 Census is extraordinarily high – 27.5% compared to 19% for the state and nation. A full 55% of those over 65 have disabilities. There is no information about the particular disabilities, but a focus group with patrons with mobility, learning, visual and hearing impairments resulted in recommendations for all public libraries that included wide aisles for mobility, collections of audio cassette books and large print items for those with visual impairments, adaptive technology to facilitate the use of computers, a private space with adjustable lighting for the use of a reading machine, adjustable workstations and an ADA-compliant facility.

**Objective:** Those with disabilities can and do use the library and its resources

**Implementation:** All areas of the new library will be ADA-compliant and accessible to patrons with disabilities. Collection materials will be made available in special formats (such as large print and audio books). Book stacks will feature wide aisles. Each major bank of public access computers will feature an accessible workstation; adaptive keyboards, special mice, screen magnifiers, and touch screens will also be readily available for use at any public access computer station. A book reading machine will be provided in one of the Group Study Rooms.

**Service Indicators:**

- The use of the library room equipped for use by persons with visual and motor disabilities, including adaptive technology to facilitate the use of computers, as determined through sign-ups
- Use of the library by those with disabilities, as observed by staff
- Physical barriers to the use of the facility as determined by the City's Commission on Disabilities
- Use of the large print books and audiocassette books and CDs as measured by circulation

## **Unemployed**

**Need:** One particular need, especially for men and young men, is information that will assist them in getting meaningful employment. The unemployment rate in Oakland is high – nearly one in 10. Unemployment in this area is even higher, according to local service providers, who report that it is often the women who are able to find employment in office or clerical positions, while the men have more difficulty.

**Objective:** Library resources assist those searching for employment

**Implementation:** The Library will partner with local businesses and the One-Stop Career Center to provide programs and information on job opportunities and training. Electronic resources for job searching and skill building will be provided. Library staff will help patrons identify Web sites and other resources.

**Service Indicators:**

- Patrons use a link from the Library's homepage to electronic resources that help build job skills and provide information about employment opportunities (number of hits)
- The size of the career/job collection available in the library
- Number participating in computer training focusing on job and career resources
- Availability of information from job assistance programs (such as One-Stop Career Center) in the library

## **GOAL: ESTABLISH THE LIBRARY/SCHOOL COMPLEX AS THE COMMUNITY CENTER**

### **Meetings and Gatherings**

**Need:** The service area of this library has few community resources and no place for community to gather for civic, educational or cultural events, or for community organizations to meet. Both the library and its joint venture schools are committed to having the library/school complex be a community resource. Part of the strength of OUSD's new, small, autonomous schools is their partnership with parents of students and general community members. Part of this partnership is the provision of programs of interest to community members; space is needed for these programs.

The community also needs a place for people to gather informally. There are no local restaurants or social clubs. Adults asked for a "café" in the library where they can gather with neighbors in comfort, while their children use the library. Teens want an informal place to "hang" with their friends.

**Objective:** The library serves as a meeting and gathering place for the community

**Implementation:** The library and school complex will serve as a community center and gathering place. The complex will provide a variety of meeting, classroom, and gathering spaces that seat from six to 250 people, including a 100-person Community Room, a "café," and several smaller classrooms and group study room. The complex will also offer a 250-seat Multi-Purpose Room, operated by the schools. These spaces will be accessible to the community for meetings, classes and programs presented by community groups, the school and the library. On a scheduled basis, the Community Room and the Multi-Purpose Room may be made available to the community outside of normal hours of library and/or school operation.

**Service Indicators:**

- Frequency of use of meeting spaces by school, library and community for programs and meetings, and attendance at each
- Use of the "café" and other meeting rooms after hours
- Number of requests for space that cannot be accommodated

### **Community Information**

**Need:** With no other community center in the neighborhood, local residents want the library to be the information center-to have information about what is going on in the community and what service are available. This is both a distribution and information referral function.

**Objective:** The library serves as a resource for community information

Implementation: The library will provide a community bulletin board as well as places for brochures, flyers, and display of other community information. Reference librarians also will be available to help community members find information about public services.

Service Indicators:

- Capacity of the new library to organize and display community information, including bulletin board space and literature display racks
- Information and referral questions answered by staff

## **GOAL: INTRODUCE EFFECTIVE AND EFFICIENT LIBRARY OPERATION**

The needs associated with this goal were from a staff rather than a community point of view, but will result in improved customer service. With staffing costs the most significant factor in the library budget, it is important to use staff strategically for the benefit of patrons.

### **Circulation Services**

Need: One area where staff efficiencies can be introduced is with the circulation of materials. Most activities associated with the circulation process are routine, repetitive, and time-consuming.

Objective: The circulation process is streamlined for efficient customer service and staff efficiency

Implementation: The library will implement a system that includes RFID (radio frequency identifiers) to automate the process of checking in returns. The library will also provide facilities that allow patrons to rough-sort their own returns through differentiated return slots. Self-check facilities will be prominently featured in the new library and promoted by staff, allowing patrons to check out materials on their own – including holds – without staff intervention. This new system will allow routine circulation tasks to be minimized, freeing staff to spend more time with patrons.

Service Indicators:

- Percentage of materials returned through book return slots
- Lines (or lack of) at the circulation desk
- Level of staffing required at the circulation desk (expected to be minimal)
- Time it takes for materials to be re-shelved
- Percent of circulation done through self check machines

### **Reference Services**

Need: The community needs a more proactive form of reference service than the traditional model in which patrons with questions approach a staff member at a centralized desk. Especially in a library of the size and complexity proposed at the 81<sup>st</sup> Avenue Branch, reference services must be available to patrons where they are needed, and staff must not be “tied” to a central desk.

Objective: A new reference service model enhances customer service

**Implementation:** In this library a new reference service model will be introduced, designed to make reference staff more accessible. In the children's, adult and teen areas there will be small reference stations ("perches") that can be moved according to the need for supervision and assistance in the different areas of the library. When not on these "perches," librarians will be in small work offices ("retreats") in the area, where they can monitor and respond to any service need that arises. While working from the perches, staff will use tablets or handheld devices for accessing the library's network, and will have wireless phones. Staff will be more accessible in this model, less tied to a desk.

**Service Indicators:**

- Number of patron interactions monthly
- Patron satisfaction with reference service as measured by a customer satisfaction survey

**Materials Ordering**

**Need:** One of the most time-consuming processes for librarians is searching professional literature and order sheets to select new materials. The more time librarians spend on material selection, the less time they have to spend assisting patrons.

**Objective:** Centralized ordering of materials is implemented

**Implementation:** This library will pilot centralized ordering of materials. Acquisitions staff, who already peruse the professional and trade literature and create order sheets, will use a profile of the collection created by staff and the LCC for the purchase of 80% of the materials. The remaining 20% will be discretionary, for purchase of hot topics on short notice or unexpected needs. The profile will be adjusted quarterly as needed by the LCC. This should free up considerable time for the librarians to concentrate on services, knowing that the collection is in good hands.

**Service Indicators:**

- The opening day collection matches the profile developed during the *Community Library Needs Assessment*
- Circulation figures correlate highly to the distribution of the collection
- Success of the system as evaluated by staff and the LCC

## SERVICES

### MEETING THE NEEDS OF THE COMMUNITY

The overall *Library Plan of Service* that follows meets the diverse needs of the three constituencies in the library service area.

The two NSA schools for which the public library also serves as a school library are provided with:

- A large children's collection in both English and Spanish to meet the curriculum needs of students with a range of English language proficiencies
- A Computer Lab in which teachers and/or District Media Technicians can deliver computer classes and in which students can do post production work on video projects
- A Children's Multi-Purpose Room that can be used for media presentations
- Class visits to the library on a regular basis
- A place for the display of student art to the community
- Meeting room and classroom space for community education programs such as ESL classes and parenting programs
- Information literacy instruction developed and delivered jointly by the school and library
- Materials for parents to help them help their children in school
- A Teachers Resource Room to house professional literature for teachers
- Homework assistance program for at-risk students that expands the schools' program

The needs of both the local neighborhood and the larger community are met through:

- Spanish language collections for the large population of residents who speak Spanish as their primary language
- Adaptive technology, large print materials, special services room and audio books for the large population with disabilities
- Public access computers and computer training classes for residents to bridge the digital divide caused by the poverty of the area
- Ample seating, including tables, carrels and lounge seats
- Safe environment for children and youth after school
- Reading enrichment and incentive programs to break the cycle of illiteracy and to encourage the development of lifelong learners
- Family programs
- Audiovisual materials for family entertainment use
- Preschool story times to encourage merging literacy
- A teen area with a teen-friendly environment to entice youth into the library

The need of the larger East Oakland community for library resources to supplement those of the three small neighborhood branches are met through:

- A large Community Branch collection of 65,000 books and audiovisual materials; a deeper and broader collection to supplement those of the nearby smaller branches
- Meeting Rooms for programs, classes and community meetings
- Large number of public access computers and computer training classes
- Regional programs for seniors in conjunction with the east Oakland Senior Center
- Literacy and family literacy program
- Resources for careers and job skill building

## DESCRIPTION OF SERVICES

### General Library Services—Local and Underserved East Oakland

Two of the three constituencies served by this library are its local neighborhood and the larger community of East Oakland. Service to both will be greatly enhanced with the construction of the 81<sup>st</sup> Avenue Community Branch, which will supplement the limited resources of the three small branches in East Oakland with a large collection, more reader seats, a variety of meeting/programming rooms, a large number of public access computers and a computer training lab. This new Community Branch begins the implementation of the library's draft *Master Plan*, designed to ensure equitable service throughout the City.

#### *Collection Development*

When completely stocked, this Community Library will have a large collection of 65,000 book and audiovisual materials, as well as magazines. The collection will consist of popular and curriculum support materials; any need for major research resources will be met through the electronic information databases, and through the system-wide collection accessible through the library's home page. Magazines will be primarily popular titles, some in multiple copies. Periodical articles needed for reports and research will be accessed through the electronic indexes. The collection will be weighted toward children's and teen materials, responding to the high number of school age children and the fact that this library will also be a school library, although providing extensive adult materials to "back up" the three smaller branches in the area.

Readers will have access to an English language collection of up-to-date books with a wide range of reading levels to meet the needs of those with limited education or English proficiency. The children's and adult collections will be adjacent to each other so that users can select the appropriate reading levels without embarrassment.

Readers will find bestsellers. Bestsellers in this community will not be necessarily the newest fiction, but rather parenting, life skills and job related resources. The many disabled in the community, as well as seniors, will use large print books and audio books. The large number of residents who speak Spanish primarily or exclusively will find a significant Spanish collection of popular materials, as well as materials for learning English and preparing for citizenship.

Parents and teachers will find a large picture book collection in both English and Spanish to support reading readiness for the two Early Childhood Education (ECE) classes, the NSA and local K-3 charter school and the library's family literacy program that encourages parents to read to their young children to promote a lifelong love of learning.

Families, students and teachers will use the entertainment and educational resources for all ages. It is expected that by the time this library opens, DVDs will replace videos and audio book cassettes will have migrated to CD format. This should be validated with local residents prior to the selection of the opening day collection to make sure they have the equipment for the new formats.

Patrons will be encouraged to browse the collections through attractive display shelving in each area, and through the use of slot-wall end panels on shelving units. A major theme for this library will be enticement—bringing in new users, encouraging teens to come to the library, making it welcome for those who do not speak English.

Residents will also be able to go beyond these resources through the library's strong electronic collection, accessible through the 60 public access computers in the library, and providing access to subscription databases and the Internet, as well as an e-collection. Hot links to resources of special interest will be provided for students, literacy students, those looking for job or career information and those speaking Spanish.

#### *Ample Seating*

Many residents in the local area share housing with other families for economic reasons. Children and youth in these families do not have a space of their own to study after school uninterrupted.

- **After School Seating.** The location of the library on the campus of two elementary schools ensures that there will be a great need for seating during the after school hours, for individual study, homework assistance and other after school activities. Library users will find a number of seating options for students; general children's seating, preschool seating, a Multi-Purpose Room for activities, and meeting rooms that can be used for after school programs. They can relax in the Café and enjoy light refreshments.
- **Quiet Seating for Adults.** Some adults will want to use the library as a refuge and a quiet place to read. The library will be designed to provide quiet seating, acoustically isolated from the hustle and bustle of family and child-centered activity.
- **Teen Seating.** Having been disenfranchised by the library for years, teens need to be enticed into the library. This Community Branch will have a generous teen area, with teen-friendly seating, opportunities for interaction, shared computers and an informal "stair" seating area.
- **Family Seating.** Many of the Latino residents expressed the desire to use the library as families. Parents and children will have comfortable areas to read together in the Children's Area.

#### *Safety*

This community has a fair amount of criminal activity and parents are protective of their children. While the library staff do not and cannot operate in loco parentis, they will provide a safe environment within the community for children, youth and adults. This is important to the library's effectiveness.

## Learning Support

The third constituency served by the 81<sup>st</sup> Avenue Community Branch consists of the students, teachers, administrators and families of students at the two new autonomous (NSA) elementary schools with which the library shares a campus and for which the library is their school library. By extension it also includes the students in other neighborhood schools that share the same demographics and library service needs. The plan for learning support services includes those associated specifically with its identity as a school library, curriculum support, computer use and training, information literacy instruction, homework assistance and reading enrichment and incentives.

### *School Library*

As a school library, the 81<sup>st</sup> Avenue Community Branch will schedule regular visits to the library for the 26 classes of the two NSAs. Some visits will be done before the library is open to the public and will be staffed by the class teachers or a District Library Technician. The visits will include quick visits to borrow materials and more extensive visits that include information literacy instruction, based upon a curriculum developed and administered jointly by the teachers and two Children's Librarians. It is anticipated that classes will visit the library once every two weeks. Classes from other schools in the area will also be scheduled for class visits, although not as regularly, since they require the time to walk to the library. The schedule of class visits for all schools will be managed on a quarterly basis by a Library Coordination Committee (LCC) comprising Library and District staff.

### *Computers and Computer Instruction*

Another use of the library as school library will be for computer use and instruction. The library's Computer Lab, equipped with 30 computers and three iMAC media post production stations, will be used regularly by classes to develop computer literacy skills. The instruction will be delivered by either classroom teachers or a District Computer Technician. The computers will be multi-functional, with access to all library resources, including the on-line catalog, electronic databases and the Internet. Additional software for English language skill building will be identified by the LCC and available on the computers for English language learners. During school hours the Internet access will be filtered.

Computer use is important to all students in the community. Few have computers at home to practice skills learned at school or to do school assignments. There will be a total of 60 computers available for public use in the new library.

Computer skills are needed to be successful in school and in the job market. Library staff will provide computer instruction classes for all ages. The classes for students will be primarily an adjunct to the homework assistance program and will be presented quarterly to help students use electronic resources and to use the library's Web page to access homework help. This same instruction may be part of the presentation to students from other local schools receive during class visits to the library.



### *Curriculum Support*

Students will have a large collection of non-fiction materials to support their studies, purchased according to a profile developed by the LCC. Topics will be covered in a range of reading levels to meet the needs of English language learners with limited English proficiency and others having difficulty reading. Curriculum support materials will also be available in Spanish for those with few English skills and for Spanish-speaking parents who want to support their children with their research and homework. The curriculum needs are identified by the LCC quarterly and incorporated into the collection profile that guides collection development.

### *Information Literacy Instruction*

While this was not requested by students, it was a need identified by parents, teachers and library staff. With the poor state of school libraries and staffing, students do not learn how to find, evaluate and use information. This handicaps them all their lives. As part of the joint venture, staff from the two NSAs and the Library will develop a curriculum-based training program for K-5 students that will introduce them to the library and to information resources. It will be delivered jointly by teachers and librarians in conjunction with school assignments. The training will be in place for grades K-5 by opening day of the library.

### *Homework Assistance*

One primary need expressed by all segments of the community was for homework assistance for at-risk students, particularly elementary school students. The two NSAs have after school programs that include basic homework assistance. The library will complement this with its more structured PASS! program. Trained part-time Library Assistants and part-time Student Trainees will provide homework assistance in the library after school four days a week. This program currently is operational in eight library locations and is considered successful by parents and students. It will be open to students from all local schools, and will concentrate on students in grade 3 to 5. Those enrolled in the program from the two NSAs will be tracked for improvement through evaluations by their teachers.

## Technology

Both the local and larger service communities of this library are economically disadvantaged. Many are unemployed, recent immigrants, or live in poverty. For most, owning a home computer is a luxury. The library plans to bridge the digital divide caused by economics, providing computers and computer training. Patrons will be able to use 60 computers with access to the library's on-line catalog, electronic information databases, the Internet and business applications.

The library plans to develop links on its Web page to resources for patrons who speak Spanish, those needing to find jobs or build job skills, and new readers building reading and writing skills to ease access to electronic resources. It will provide a child-friendly interface to the on-line catalog and links to appropriate Web sites and resources (Children's Catalog).

Computer training for all ages is equally important in the community. K-5 students in the two schools sharing a campus with the library will have regular instruction in the library's Computer Lab conducted by District staff. The library will provide computer instruction for students enrolled in its PASS! homework assistance program. It will also provide regular classes for

adults, including seniors, using one of the meeting rooms and laptops, since the Computer Lab is scaled for use by elementary school children.

Series of computer classes will be offered with different emphases, from “beginning mouse” to more advanced Internet searching. Some of the “special” classes would be:

- Helping parents help their children use computers
- Computer literacy and accessing skill-building exercises on the Internet for literacy students
- Computer literacy instruction and job-related databases for those job-searching
- Computers for Spanish-speaking adults
- Family computer training

At least one computer class for adults will be offered each week.

In addition, technology is integrated into all library services, as described in this section.

### Resources and Services for Those with Special Needs

#### *Spanish-Speaking*

Many residents in the community are relatively recent immigrants from Latin America, have limited education and have not had the experience of a public library. Outreach to these residents will be important, and will be accomplished through partnerships with ACORN, OCO, and the schools.

Services for Spanish-speaking children are highlighted under Learning Support above.

Once inside the library, Spanish-speaking adults will find a collection of popular books, magazines and audiovisual materials in Spanish, highlighted near the entrance to encourage their use. They will find parenting books that will help them help their children, and picture books to read to their young children to build their pre-literacy skills. They will use the Spanish language curriculum-related books in the children’s area to read along with their children and assist them with research and homework projects. They will bring their children to story times, some of which will be bilingual.

Those who want to learn English will find books and instructional audiovisual materials. They can attend an ESL class in the library sponsored by the OUSD’s Adult Education Program. Once they can carry on a conversation in English, they can improve their English reading and writing skills through the Library’s Second Start adult literacy program. They and their children can develop English language skills together in the family literacy program. They will attend other programs sponsored by the library, the schools or community organizations in conjunction with the library.

Spanish-speaking residents can use the Internet in Spanish and will have a Spanish interface with the library’s home page in the future. There will be an option on the library’s home page that will lead to resources for Spanish speaking users.

#### *Adults with Limited Reading Skills*

An estimated 38% of Oakland adults read at the lowest level or not at all. *Level 1* adults in this community where educational attainment is modest can obtain basic literacy instruction and life skill strengthening through the Library’s well-respected literacy program- Second Start. Prospective students are matched with trained tutors for one-to-

one sessions. Second Start staff will recruit both students and tutors in the community. Group classes are also offered at the Second Start headquarters in West Oakland. In the future, the classes offered at the West Oakland site will be available at the 81<sup>st</sup> Avenue Community Branch through videoconferencing. One of the meeting rooms will be equipped to receive video broadcasts.

Some of the participants in this literacy program will be those who have “graduated” from ESL classes, who have limited English proficiency (LEP). Tutors will be trained in strategies most appropriate for LEP new readers. Participants in the literacy program who have young children will join those in the ESL program in family literacy activities.

Tutor/student pairs will be able to work privately in Group Study Rooms in the new library. They will be supported with a collection of literacy workbooks and high-interest low vocabulary materials. They will be able to access helpful skill-building resources through a link from the Library’s home page.

### *Disabled*

There is a significant population of disabled in East Oakland—27.5%. While the disabilities are not known, Oakland Public Library can draw on its long commitment to the disabled to provide services, to eliminate barriers and to make the disabled comfortable in using the new library. Oakland Public Library is a leader in meeting the needs of its disabled constituents, and has a librarian dedicated to ensuring the Library’s services are truly accessible to the disabled. It has provided adaptive equipment at several branches and will do so at this new branch. It has initiated extended services for patrons with disabilities, which includes extended loan periods and free photocopies mailed directly to homes.

In the new library disabled patrons will be able to access all areas of the library; the facility will be fully ADA-compliant. Those with visual impairments will use audio book cassettes and books in large print. Those with mobility impairment will be able to negotiate through the library’s wide aisles and unobstructed paths of travel (paperbacks and CDs will be installed in shelving frames).

Within each major bank of more than 4 computers there will be an electrically adjustable computer workstation. Adaptive equipment, including an alternate keyboard, alternate mouse, screen magnifier attachment, and touch screen monitor will be available for use at any technology carrel.

One of the Group Study Rooms will also be equipped for use of a book-reading machine for those with vision impairment. This room will be sound proofed so that a patron can use the reading machine without headphones. Adjustable lighting will allow patrons to bring the lighting to a comfortable level.

### *Unemployed*

The level of unemployment in this area is extraordinarily high. The library will partner with local businesses and the One-Stop Career Center to provide programs and information on job opportunities and job training. Patrons will be able to use a career and job skills enhancement collection and participate in training on the use of electronic resources for job searching and skill-building. Staff in the Science, Business, Social Sciences, and Government Documents Department of the Main Library will identify

useful Web sites for this constituency and a link will be added from the Library's home page to ease access. This will be available throughout the OPL system.

### Library and School as Community Center

The area served by this library has no focal point, few community assets and no place for the general community to gather for civic meetings or cultural programs. There is no public meeting space for community groups or for classes in the area. The library and school together will provide a number of opportunities for the community to gather.

#### *Meeting Rooms*

Both the NSAs and the Library share the commitment to have the school/library complex be a major community asset and to provide programs of use to community members. Between the schools and the library a wide variety of meeting room space should be available. The library's Community Room should seat 100. It will be useful for large community gatherings and large programs sponsored by the school, the library and by community organizations. The East Oakland Senior Center will use the library as a venue to expand its programs, now limited by space constraints at the Center. OUSD's Adult Education Program will use the library for daytime programming for parents. School hours are the best for parent programs, but at the times the school space is most limited. The library will use it for large reading incentive and after school programs for children.

Smaller Classroom(s) and Group Study Rooms will provide venues for adult programs, including the computer training desired by senior citizens. The rooms will be designed for wireless technology so that laptops may be used in any of them.

Scaled for children, the Children's Multi-Purpose Room will be used for homework assistance and other after school and summer programs such as writing workshops and craft activities. It will also be used for family literacy activities.

For the largest community, library and school programs, the NSAs' shared Multi-Purpose Room that seats 250 will be available. The school Multi-Purpose Room and the library's Community Room and Classroom(s) will be designed so that they can be used when the library and/or school are closed.

On a different scale entirely, a Café in the library will allow parents to have some light refreshment and meet while waiting for their children to finish their school day. Teens will also find this a comfortable place to stop after school.

#### *Community Information*

Another aspect of serving as a community center is the display and distribution of information about community activities and services. Patrons will find brochures and announcements about community activities in built-in literature display racks and on a community bulletin board at the library's entrance. Reference librarians will show patrons how to access information about government services through the City's *Oaklanders Assistance* Web site. Information about job programs and other community programs will be available in the library through its partnerships with the One-Stop Career Center, Alameda County Youth Center, Boys & Girls Club, EOYDC, Tassfaronga Recreation Center, local churches, and the East Oakland Senior Center.

The library as a community center will be enhanced by the display of artwork and artifacts from local schools and community members throughout the library.

### Effective and Efficient Library Operations

The purpose of the introduction of effective and efficient library operations is to free staff time for patron interaction and enhanced customer service. Patrons will experience the introduction of effective and efficient library operations in two ways.

Those who are able to use the library without staff mediation will find their independent use facilitated. They will be able to return their materials through return slots, pick up their reserved books, use the express terminals to locate the materials or information they need, reserve a block of computer time electronically, and borrow materials through self-check machines.

Those who need assistance in using the library and its resources will find circulation staff more available to greet and assist them, having been relieved of repetitive clerical processes through technology. Rather than having staff check in every item as it is returned and re-sensitizing it in two steps, patrons will be encouraged to rough sort their materials and return them through return slots at the Circulation Desk. Radio Frequency Identifiers (RFID) sensors will both check in the materials and re-sensitize them as they pass through the return slot. Staff will only have to pull any reserves (indicated on a printout generated during the return process), put materials on carts for finer sorting and re-shelve. This eliminates the need to handle materials several times and results in a quick return of materials to the shelves for patron use. It allows circulation staff to work with patrons with more complex circulation issues or to offer general assistance. Lines at the circulation desk should not occur.

Reference staff will also be more accessible, with the reference “perches” and wireless telephones and computer tablets allowing staff to move among patrons and collections offering assistance. All staff will focus on orienting new users to the library so that they can use it more effectively themselves. This will be particularly important in this community with many new users.

To free librarian time for patron interaction, most materials for the library will be ordered centrally. Collection Development staff, who already peruse the professional and trade literature and create order sheets, will use a profile of the collection created by the library staff (and the LCC for children’s materials) for the purchase of 80% of the materials. The remaining 20% of the materials budget of the branch will be discretionary, for purchase of hot topics on short notice or unexpected needs by local staff. The profile will be adjusted quarterly as needed for students by the LCC.

## PROGRAMMING-ENCOURAGING LIFELONG LEARNING FOR ALL AGES

While collections will be important in this Community Branch, programs and services were requested even more frequently during the CLNA. Much of the staff time will be spent introducing community members to the library and providing educational and other programs, rather than in doing research or complex reference work. The Plan of Service includes programs and services to encourage lifelong learning for all ages--preschoolers, children, teens, families, adults and senior adults.

### *Preschool Programs*

Research has shown that the introduction of reading to young children can impact their later school success and create lifelong learners. With many parents in this area illiterate or with limited education, the library will provide some of this reading exposure, and will encourage parents to read to their children through a family literacy program.

The *family literacy program* will focus on adults in ESL classes or the library's Second Start literacy program who have preschool or early elementary school children. Families will be able to attend monthly book-related activities and will also be encouraged to come to the weekly story times.

Parents will be able to bring toddlers to a weekly story time. A second weekly story time will be provided for preschoolers. Students enrolled in the two Early childhood Education (ECE) programs on the library/school campus will bring their classes for story times once every two weeks. Additional story times will be presented to classes from other local schools when they visit the library.

### *Children's Programs*

Parents, teachers and students all requested *reading enrichment and incentive programs* for children to encourage them to read for fun. Children will be able to attend monthly book-related programs, often in conjunction with holidays or around a particular topic. During the summer months when there is a school break, the library will sponsor a Summer Reading Program with incentives (prizes). Through the LCC the library and schools will explore other reading incentive programs such as Reader Rabbit and Accelerated Reader for joint use.

After school programs were the most requested services during the *Community Library Needs Assessment*. There are few options for children in the neighborhood. Many children are on their own after school, with parents working and unable to afford childcare. There are few community resources and safety is a concern. In addition to the homework assistance program identified above, the library will provide activities for children from 3:00 to 5:00 p.m. Monday through Friday. The key to the success of the programs will be planning in coordination with other local service providers to give children worthwhile options. The coordination should include the Boys and Girls Club, the East Oakland Youth Development Center (EOYDC), Tassafaronga Recreation Center, local schools and churches. With the assistance of the Councilman, ACORN and OCO, Library staff will take the lead in bringing the groups together for this coordination. Suggestions for programs from the community included poetry and book clubs, crafts, art and music cultural programs, writing workshops, computer classes and movies.

### *Teen Programs*

Some of the teens surveyed indicated that the library was “boring” or for “nerds” or that teens were not welcome. With their high energy and predilection to moving in groups, teens are sometimes viewed as a threat, or at least a phenomenon to be dealt with. OPL is committed to changing that and to expanding library service to teens throughout the library system, and is involving teens in the process.

In a community that has been underserved, it will be necessary to re-introduce the library to teens, to entice them to come and to provide materials and programs of use and interest to them. This will be a branch with a dedicated Teen Services Librarian. One of the first activities of this specialist will be to establish opportunities for service and service learning, including a Teen Advisory Council. It will be this group that will determine the nature and frequency of programs. Possibilities identified during the CLNA included both academic and recreational programs: computer instruction, college preparation, poetry jams, hip-hop music and movies.

### *Family Programs*

Latinos in the community want to use the library as families. They and others will be able to attend monthly family nights, with a variety of presentations, including holiday stories and crafts, and programs highlighting cultures in Oakland.

### *Adult and Senior Adult Programs*

In addition to Family Programs, the library will provide regular monthly programming for adults, both cultural and to meet special needs. Ongoing ESL classes in conjunction with OUSD’s Adult Education Program will be of particular value to parents of students in the local schools who want to help their children succeed. Classes will take place in the library during the day when students are in school, a most convenient time for parents. There will also be evening classes for working residents.

Through a partnership with the East Oakland Senior Center, classes will be available to seniors locally, with the library as a satellite facility. The Library will partner with the Oakland One-Stop Career Center to provide employment information seminars.

A chart of services and programs, showing frequency, targeted audience and responsible staff /group, summarizes the programming element of the *Library Plan of Service*:

Targeted Audience	Program	Frequency	Staff Responsible
NSA Classes	Library Visits	Bi-weekly	District/LCC
	Information Literacy Instruction	Bi-Monthly (included in above)	District/Children's Librarians jointly/LCC
	Computer Training	Bi-weekly	District/LCC
Other Local Schools	Library Visits	As arranged with teachers-twice annually	Children's Librarians/LCC
	Information Literacy Instruction		
Preschool Children	Lap-sit/Family Story Time	Weekly	Children's Librarians
	Preschool Story time	Weekly	Children's Librarians
	Visits from Preschools	As Arranged	Children's Librarian
Children	Homework Assistance	Monday-Thursday	PASS Staff
	After School Programs: movies, crafts, computers, writing, etc	Monday – Friday	Children's Librarians
	Reading Enrichment Programs	Monthly	Children's Librarian
	Reading Incentive Programs	Summer, perhaps ongoing with schools	Children's Librarians/LCC
	Summer Programs	Monday - Friday	Children's Librarians
	Computer Training-2 session	Quarterly	PASS Staff/ Children's Librarians
Teens	Teen Advisory Council (TAC)	TBD	Teen Librarian
	Programs-Academic and recreational (topic TBD by TAC)	TBD	Teen Librarian
	Service Learning Program	Ongoing	Teen Librarian
Adults	Computer Training- Job-Related, Library's Web site, Internet, Literacy	Weekly	Teen Librarian/ Branch Manager
	ESL Classes with OUSD	As arranged with OUSD	Branch Manager
	Cultural, "How To" etc.	Monthly	Branch Manager
	Basic Adult Literacy	Scheduled with student and tutor	Branch Manager
Senior Adults	Computer Training	See Adults above	Teen Librarian/ Branch Manager
	Senior Programs with East Oakland Senior Center	As arranged with Center	Branch Manager
Families	Family Programs	Monthly	All Library Staff
	Family Literacy Activities	Monthly	Children's Librarians/Second Start Staff
	Parenting Classes	Monthly	Children's Librarian



## STAFFING

Staffing for the 81<sup>st</sup> Avenue Community Branch will include both that for general library operations and that specifically to implement and support the joint venture with OUSD. The large percentage of school age children and youth in the service areas requires librarian specialists in both children's and teen work. The proposed staffing is shown below. The staffing for general operations is consistent with that of the larger branches within the OPL system.

PROPOSED STAFFING	
Position	FTE
General Operations	
Branch Manager	1
Children's Librarian	1
Teen Librarian	1
Library Assistant	3
Library Aide	2
Additional Staff for Joint Venture	
Children's Librarian	1
Library Assistant (Homework Program)	1
Aide (Homework Program)	1
TOTAL	11

## HOURS OF SERVICE

As a school library, it is important that the library be available to students and teachers during regular school hours, 7:30 a.m. to 3:30 p.m. The library and its Computer Lab will be accessible to school classes under the supervision of teachers and/or Media Technicians from 7:30 a.m. until the library is open to the public Monday through Friday. Additional class visits during public hours will be scheduled with the branch library manager, based upon the plan of the LCC. These will include the information literacy classes delivered by both teachers and librarians. The schedule of class visits will be managed by the LCC and maintained by the library staff. Use by the two schools sharing the campus with the library will be balanced with the needs of other local public and charter schools. Students can use the library independently whenever the library is open to the public.

The Library will provide staff for all public service hours, as well as for information literacy instruction at other scheduled times. Public hours will be a minimum of 40 hours per week, over six days and will include times between 10:00 a.m. and 8:00 p.m. Monday through Thursday and between 10:00 a.m. and 5:30 p.m. Friday and Saturday. The proposed schedule of hours follows:

	Public Service Hours	Additional Hours for School Use
Monday	12:00 p.m. – 8:00 p.m.	7:30 a.m. – 12:00 p.m.
Tuesday	10:00 a.m. – 5:30 p.m.	7:30 a.m. – 10:00 a.m.
Wednesday	12:00 p.m. – 8:00 p.m.	7:30 a.m. – 12:00 p.m.
Thursday	10:00 a.m. – 5:30 p.m.	7:30 a.m. – 10:00 a.m.
Friday	12:00 p.m. – 5:00 p.m.	7:30 a.m. – 12:00 p.m.
Saturday	10:00 a.m. – 5:00 p.m.	-
Sunday	1:00 p.m. – 5:00 p.m.	-

## **COLLECTIONS**

The new 81<sup>st</sup> Avenue Branch should include a generous collection of print, audiovisual, magazine and electronic resources to serve both the student and the general population of the area. It will be strong in formal education support and will include both Spanish and English materials. Its annual budget will be approximately \$130,000.

### **Electronic Collection**

The Oakland Public Library provides many electronic resources through its Web site [www.oaklandlibrary.org](http://www.oaklandlibrary.org). These include information databases in the areas of medicine, general reference, those most useful to children and teens, biography, magazines and newspapers, and business. Resources that help with both job research and job training should be added for this community. The number of Web-based reference resources available continues to increase, replacing many print sources and expanding the ability of patrons to do research from any library facility and from home, work or other community assistance center computers. The Library will work with its community partners to provide links to the OPL Web site from their home pages.

### **Books, Audio-Visual Materials and Periodicals**

A profile for the proposed collection was derived from the demographics of the area, recommendations from community members and teachers received during the CLNA, and the use of materials in neighboring branches with similar demographics. The profile for children's materials will be evaluated regularly in partnership with the District staff who are members of the Library Coordinating Committee (LCC) for the joint venture with OUSD to make sure it is responsive to the curriculum and recreational reading needs of students.

The size of the book and audiovisual collections is consistent with the recommendations of the draft *Master Plan* for OPL. The 65,000 items will be primarily a collection of popular and high-demand topics, relying on the Main Library to provide more esoteric or infrequently needed titles. The adult and juvenile collections should be separate but close to each other, so that adults with limited English proficiency or education can use the collections without embarrassment.

Areas of emphasis in the collection include:

#### *Spanish Language Collection*

While about 30% of the population speaks Spanish as a primary language and Spanish-language materials are needed, the collection will not be a full duplication of the English language collection. Rather it will be focused on the popular topics recommended during the CLNA—parenting, life skills, nutrition, and health. It will be regularly updated, with new materials added while older ones are withdrawn. The Spanish collection will make up about 17% of the total collection. Until local residents become used to the library, Spanish language materials will be shelved together and prominently displayed in the *Marketplace* near the entrance to encourage their use. At a later date they may be distributed by media type with English materials. ESL and basic literacy materials that may be of interest to some Spanish-speaking residents will be displayed in a prominent area of the non-fiction collection.

#### *English Language Collection*

The English language collection will be large to support the formal education of students, a primary goal of this library, and to serve as “back up” for the collections of three

smaller branches nearby. It will have a depth and breadth the smaller branches cannot accommodate.

#### *Children's Collection*

The children's collection is extraordinarily large for a number of reasons.

This library serves as the school library for the two NSAs-ACORN Woodland and Encompass Academy-with which it shares a campus. It supplies curriculum support for K-5 students at these two and several other public and charter schools in the local area.

There is an exceptionally high percentage of children and youth in the community (28% school age).

The need identified during the CLNA for reading enrichment and reading incentive programs to help children succeed in school and develop a lifelong love of reading, including a large picture book collection in both English and Spanish to support emerging literacy and family literacy.

With 55% of the students in one of the NSAs English language learner programs, there is a need for a wide range of reading levels for topics students are studying. Although the schools stress English, some Spanish language curriculum-related resources are needed for monolingual Spanish parents so that they can help their children with school work. It includes popular parenting materials in both English and Spanish.

#### *Teen Recreational Materials*

The teen collection housed in the Teen Area will include only the newest and most exciting recreational materials—books, paperbacks, magazines, CDs—to entice teens into the library and to rekindle an interest in reading. Materials to support their academic lives will be in the children's and adult collections. Display and environment will be important for these collections!

#### *Adult Collections*

The adult collection will include segments identified as important during the CLNA, including "how to" books, life skills books, materials in a range of reading levels to meet the needs of adults with diverse educational backgrounds, large print books and audiocassette books for seniors and those with vision impairment, parenting materials (housed with the children's collections), and audio-visual materials that circulate well at neighboring branches. Materials to help those searching for jobs or developing job skills will also be emphasized.

The reference collection will be relatively small. There will not be the need for academic research at this branch. Patrons may request that any materials from the entire circulating collection of the Oakland Public Library be sent to the branch through inter-library delivery.

One special collection is for teachers and will be located in the Teachers Resource Room. The collection will include periodicals and current literature of interest to the teachers as professionals. Provided by the District, these materials are not included in the public library collection count.

**PROPOSED COLLECTION DISTRIBUTION**

	Volumes	% of Collection
<b>ADULT</b>		
<b>BOOKS</b>		
New Books		
Face out	24	0.04%
New books	226	0.35%
Fiction & Genres	5000	7.69%
Paperbacks	1600	2.46%
Non-Fiction		
Literacy	250	0.38%
ESL	350	0.54%
General	12,000	18.46%
<i>Spanish Language</i>	5150	7.92%
Reference		
Ready Reference	50	0.08%
Reference	200	0.31%
Large Print	200	0.31%
<b>Subtotal-Books</b>	25050	38.54%
<b>AUDIO-VISUAL</b>		
CD's	500	0.77%
DVD's	500	0.77%
Videos	300	0.46%
Audiocassette Books	300	0.46%
<b>Subtotal Adult AV</b>	1600	2.46%
<b>TOTAL ADULT</b>	<b>26650</b>	<b>41.00%</b>
<b>YOUNG ADULT</b>		
<b>BOOKS</b>		
Paperbacks	1500	2.31%
Fiction/Non-Fiction	750	1.15%
Graphic Novels	200	0.31%
Comics	250	0.38%
<b>AUDIO-VISUAL</b>		
CDs	300	0.46%
<b>TOTAL TEENS</b>	<b>3000</b>	<b>4.62%</b>
<b>CHILDREN'S</b>		
<b>BOOKS</b>		
Preschool		
Picture Books		

**PROPOSED COLLECTION DISTRIBUTION**

	<b>Volumes</b>	<b>% of Collection</b>
English	6000	9.23%
<i>Spanish/ Bilingual</i>	2600	4.00%
Easy Readers	2476	3.81%
Juvenile		
English		
New Books-Face Out	24	0.04%
Fiction	5300	8.15%
Paperbacks	2500	3.85%
Non-Fiction	11000	16.92%
Parent Collection	150	0.23%
Reference	150	0.23%
Spanish / Bilingual		
<i>Fiction</i>	500	0.77%
<i>Non-Fiction</i>	2500	3.85%
<i>Parent Collection</i>	200	0.31%
<i>Reference</i>	150	0.23%
<b>Subtotal-books</b>	<b>33550</b>	<b>51.62%</b>
<b>AUDIO-VISUAL</b>		
CDs	350	0.54%
DVDs	400	0.62%
Videos	400	0.62%
Audiocassette books	250	0.38%
Media Kits	400	0.62%
<b>Subtotal-AV</b>	<b>1800</b>	<b>2.77%</b>
<b>TOTAL CHILDREN'S</b>	<b>35350</b>	<b>54.38%</b>
<b>TOTAL-BOOKS AND AV</b>	<b>65000</b>	<b>100.00%</b>
<b>PERIODICALS</b>		
Newspapers	5	
Magazines		
Adult		
English	50	
Spanish	10	
Teen	30	
Children's		
English	5	
Spanish	5	

## **PARTNERSHIPS AND OTHER RELEVANT COMMUNITY SERVICES**

During the course of the CLNA, a number of groups and organizations emerged as potential partners for the library in the delivery of library services to the community.

### OUSD

Foremost among them is the Oakland Unified School District with which the library is engaged in the co-located joint venture school/public library project. The Library and schools will develop the children's collection profile for students so that it meets their needs as students. The LCC will coordinate the scheduling for the use of the Computer Lab and time for class visits to the library so that the two NSAs will have regular use of the facility AND the other neighborhood schools will also have access. Staff from both will develop a curriculum for information literacy skills that can be delivered by teachers or librarians.

The school and library will share meeting room space according to the size need, the use coordinated by the LCC. The schools will provide supervision for any classes using the library during the hours it is closed to the public and for the Computer Lab classes. The school will supplement the library's collection budget annually.

The two jurisdictions will plan community programs and classes jointly, including classes for adults through the District's Adult Education program. The classes will include ESL and parenting classes designed to equip parents with the tools they need to support their children in being successful in school. The library's meeting space makes classes for parents more feasible. The prime time for parenting classes is when the children are in school, the very time the schools cannot provide meeting space. Parents in ESL classes and those in the library's basic literacy program will come together for a family literacy program.

The partnership with the District is at its very beginnings. The elements included in the joint venture will be expanded as the two agencies work together.

### ACORN (Association of Community Organizations for Reform Now)

This community-based organization has strong ties to one of the NSAs. Woodland School is being re-named ACORN Woodland to acknowledge the contribution of ACORN in creating it. ACORN has 3000 members in the East Oakland area. It sponsors community activities such as Education Fairs for local residents. ACORN will include the library in its Education Fairs and will disseminate information about the library and its services through its publications and meetings.

### OCO (Oakland Community Organizations)

OCO, another community-based organization, is one of the most effective ways to reach the Latino residents in the community. OCO will be instrumental in encouraging Spanish-speaking residents to use the library and in publicizing its programs and activities. It is one of the few organizations that have regular meetings attended by local residents.

### Alameda County Youth Center

This is a new regional facility for teens in Oakland. Its location in east Oakland will provide an opportunity to coordinate and publicize programs for teens. The exact nature of the partnership can be explored once the center is operational.

### One Stop Career Center

Located in east Oakland, this community service center provides job and career information to local residents. The library will be developing its own resources to assist the unemployed. Working with this Center, the library will complement rather than duplicate services, and will be a distribution point for information generated by the Center. The Center will also publicize the job and career resources available at the library.

#### Boys & Girls Club, East Oakland Youth Development Center (EOYDC), and Tassafaronga Recreation Center

These three organizations provide the majority of after school programs for children and youth in the area, ranging from sports to limited homework assistance. All are within walking distance of the proposed library. Coordinated planning of activities and programs and increased capacity to meet the demand for services will allow a holistic response to the many needs of youth and minimize conflicts in schedules. All are interested in partnering with the library, which will provide leadership in developing the partnership.

#### NCPCs (Neighborhood Crime Prevention Councils)

Aside from OCO, the NCPCs have the most community members participating in them. There are four that border the proposed site. While their original concern was to prevent crime, the members are also interested in all activities in their communities. The NCPCs will be one of the best places for the library to go for community input in the future and to publicize library services and activities. They have offered to publicize library programs and services in their community newsletters.

#### Coliseum Commerce Center Advisory Committee

This organization of local businesspersons will provide contacts within local businesses for programs related to employment and job skills, especially for youth. They will also be able to provide contacts for “how to” programs on home maintenance through their business contacts, with such companies as Home Depot. This group promises to be a long-term partner.

#### East Oakland Senior Center

The space for programming at the East Oakland Senior Center limits programs that can meet the needs of seniors. In partnership with the library, the Center can expand its programs, offering new programs in the library’s classroom and Community Room.

#### Churches

There are several mega-churches in the immediate service area of the library. Each has extensive social service programs, including senior housing projects. While the large churches tend to operate somewhat independently, partnerships will be cultivated, so that the library’s programs can fill the gaps in service already provided by the churches and other organizations above. Information about the church’s social service programs, open to all community members, will be included as part of the community information function of the library.

#### Local Industry

This library will be at the junction of residential and industrial area. There are a number of friendly industries, including Mothers’ Cookies and Sunshine Biscuits, that can be good neighbors and help keep an eye on the library for safety and security. CEDA representative Jay Musante recommended the development of this partnership to provide additional security for the library.

## IMPLEMENTATION PLAN

### Collection

The collection for the 81<sup>st</sup> Avenue Branch will be developed over 18 months before opening. Using a detailed collection profile, a vendor will provide an order list for review by staff of both the library and the school. The vendor will hold the materials, delivering them shortly before opening, fully processed. Funding for the collection will be part of the library's budget for the two years prior to opening. Approximately 70% of the built-out collection will be available on opening day. The collection will grow about 2% per year after that, with funds from both the City and the District.

After the initial purchase, the collection will be cataloged and maintained by the library, with advice from the LCC. All items will have RFID tags to facilitate check out and return. After the initial opening day purchase, most materials will be selected centrally by the Collection development manager, based upon the collection profile that is reviewed quarterly by the LCC.

### Staffing

The full library staff will be funded and available for opening the library. It will be useful to have a mix of innovative new and experienced staff at this branch. It will take people with a strong commitment to community outreach. Because of the time it takes for Civil Service positions to be filled, the Library's hiring process will start at least nine months before the anticipated opening. The PASS! program staff will not be Civil Service positions and the lead-time is less. It is desirable to hire local residents for these positions if possible. The District will provide either teachers or a Library Technician to supervise and work with classes using the library before it opens to the public from opening day. It will also provide either teachers or a Computer Technician to provide computer instruction for classes during school hours.

### Technology

The technology infrastructure will be in place during the construction of the library facility. This will include the cabling and wireless connectivity throughout the building. The Main Communications Room will house the equipment for the library's network, intrusion alarm, fire alarm, telephone/paging and access control systems. The new automation system will be in place at that time as well, including RFID technology to streamline the circulation process.

Multi-functional computers will be in place throughout the library, with shared printers and print managers. Patrons will be able to access the library's on-line catalog, subscription databases, Internet and business software. Patrons will be able to do a consolidated search of the catalog, databases and Internet. Through the library's Web site, patrons will be able to view the catalog, reserve books and other materials, access electronic information databases, reach the Internet, contact a librarian 24/7 electronically, renew materials and get recommendations for a "good read".

Plans are being developed for additional services, although the time frame for these has not yet been established. It is likely they will also be available for this new library. The library is being equipped for videoconferencing. The library's Second Start literacy program provides training classes for new readers at its West Oakland Branch Library headquarters. Video broadcasting equipment is being requested through the federal e-rate program so that these training programs can be used remotely. The 81<sup>st</sup> Avenue Branch will be prepared for receiving the broadcasts. A



videoconferencing partnership may be developed with OUSD's Adult Education distance learning program.

The library will be developing a Spanish language version of its home page—not merely a translation, but a meaningful link to resources in Spanish. The Children's Catalog is in development. Between now and the opening of the library, staff will have developed links from the library's home page to resources of interest to several constituencies—Spanish-speaking residents, literacy and ESL students (adult and children) and those seeking job information. These are significant segments of the population in both East Oakland and in other areas of the City. These links will greatly enhance the ability of patrons to access useful electronic resources.

### Programming

Programming for the various age groups and constituencies will be phased in. It will be adjusted as needed after there is some experience of serving the community. Six months prior to the opening the Library Coordination Committee (LCC) will meet to begin the implementation of the co-located joint venture array of services. The anticipated phasing of programs as outlined on page 29 is:

#### Phase 1 — Available at opening day

1. Class visits from the two NSAs to the library, as scheduled by the LCC
2. Class visits from the NSAs to the Computer Lab, as scheduled by the LCC
3. ESL classes provided by OUSD's Adult Education Program
4. Weekly lap-sit story times
5. Weekly preschool story times
6. Visits from local preschools, including Early Childhood Education Centers (ECE) on campus
7. Homework assistance

#### Phase 2 — During First Year of Operation (priority A, B, C)

1. Teen Advisory Group established and program schedule developed - A
2. After school programs initiated - A
3. Reading enrichment programs -B
4. Reading incentive programs -B
5. Summer programs - B
6. Computer classes for children - C
7. Computer classes for adults – C
8. General adult programs – C
9. Computer classes for seniors – B
10. Senior programs in conjunction with east Oakland Senior Center – B
11. Parenting classes in conjunction with OUSD – A
12. Family programs – B
13. Family literacy programs - B

## **CO-LOCATED JOINT USE PROJECT – MEETING THE NEEDS OF K-12 STUDENTS**

With the library sharing a campus with two NSAs, this project provides an unprecedented opportunity for the library to identify and respond to the needs of students. Elements of the joint venture that serve the needs of K-12 students (focusing on K-5) include a collection that supports the academic curriculum of students, regular class visits to the library, a Computer Lab, information literacy instruction, family literacy and shared meeting and programming space.

### Collection that Supports Student Curriculum

The large children's collection will include curriculum support titles and subjects as identified and re-evaluated quarterly by teachers and librarians through the LCC.

### Class Visits to the Library

Classes from the two adjacent schools will be scheduled for visits to the library on a regular basis. Classes from other local schools (traditional and charter) will also be scheduled. Planning for class visits will be done on a quarterly basis by the LCC, with the calendar maintained by the Library staff.

Some of the visits will be for the selection of materials to borrow. Others will include information literacy instruction or storytelling by teachers or library staff. The schedule will include classes brought by teachers from ACORN Woodland and Encompass Academy during school hours when the library is not open to the public and is not staffed by the Library.

School staff shall supervise students using the library during school hours. Students may use the library whenever it is open to the public.

### Computer Lab (Computer Center)

A Computer Lab with 30 computers and media post-production equipment will be available for class use during school hours, with computer instruction provided by District staff, either teachers or a Media Technician.

A schedule of visits will be determined by the LCC each quarter, with the calendar maintained by Library staff. The Library will reserve times and provide computer training for classes from other schools in the area. When not being used by classes during the school day, and during after-school hours, the computers will be available for general public use. The scale of furnishings will be for elementary school children. Adult computer classes will be provided in other areas of the library (Community Room, Classrooms).

### Information Literacy Training

Staff at the two schools and the library will partner to integrate the teaching of information literacy skills into the general curriculum of the classes. They will identify competencies for each grade level and develop opportunities for students to learn about library use and information in the library. The "lessons" can then be delivered by teachers, librarians or District Media Technicians, resulting in students who can find, evaluate and use information effectively. This will be done with the assistance of interns from either a library school or teachers' training program and will be closely tied to the research work already being done by the students rather than being presented as abstract lessons. The distribution of the instructional responsibilities of teachers and the public librarians will be part of the development of this program.

### Homework Assistance

The Library and schools jointly will provide homework assistance for at-risk students, with elements in the schools' Multi-Purpose Room and others in the Library's Multi-Purpose Room or Classroom, to maximize the support for students. The Library's program will be a variation of its successful PASS! program; the District's will be a part of their after-school program for children. The PASS! Program also provides local teen jobs, since staff are recruited from the local neighborhood if possible.

#### Family Literacy

In order to promote family reading and literacy, the school and library will partner to provide a family literacy program with a number of components. The District will provide ESL classes for parents whose primary language is not English. The Library will provide basic literacy tutoring for residents with some English language skills. Classes will be provided via video-conferencing from the Library's Second Start literacy program headquarters at the West Oakland Branch Library.

Parents participating in either of these programs will be invited to Library family literacy activities, including story times and arts and crafts programs, and to school parenting programs, focusing on how parents can help their children be successful in school. The emphasis will be on families that include Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students. Since parents are most likely to be available when their children are in school, many of these activities will be held in the library, where space is available during school hours.

Parents of students in the two Early Childhood Education Centers on the library/school campus will be included in this program as well.

#### Shared Meeting and Program Rooms

Both ACORN Woodland and Encompass Academy are new small autonomous schools (NSAs). One of the strengths of the NSAs is the involvement of parents and the community. Both the City and the District are committed to having the library and school site be a community center and community asset.

The library Community Room (seating 100) and Classroom (seating 60 but dividable into two classrooms seating 30 each), and the District's large Multi-Purpose Room (seating 250) will be available for library, school and community programs and meetings. Ongoing programs will be scheduled quarterly by the LCC. Library staff will maintain the calendar for the Community Room and Classrooms; the District staff will maintain the calendar for its Multi-Purpose Room. Together they provide a wide range of space options for such programs as ESL or parenting classes, family literacy, reading enrichment programs, community meetings, teachers' conferences and programs for smaller audiences.

All will be designed to be accessible evenings and weekends, whether or not the library or school is open. The LCC will develop a policy for meeting room use that is consistent with both the District and City policies.

## **Co-Located Project Improves Services to Schools and the Residents of East Oakland**

The implementation of the co-located joint venture library project will make a significant difference in the provision of library services for the two NSAs and for the East Oakland community.

Prior to the development of the joint venture between the City (OPL) and the District (two NSAs sharing a campus with the library), the District had developed a building program for a school library. The school library was 5,000 square feet and included a computer lab, a collection of 16,200 items, a multi-media viewing area, and a total of 550 square feet for seating (the equivalent of about 28 seats) and service hours 7:30 a.m. to 4:30 p.m. Teachers would use the library with classes for both general selection of materials and computer instruction. The budget allocated for library materials was less than \$1,000 the first year, so the goal of 16,200 items was not likely to be reached soon. The two NSAs value a strong partnership with parents and community members and planned to provide community programs and develop the school campus as a community asset. Programs could not be offered, however, during the hours most convenient for parents (while their children are in school) because there is no free space.

The joint venture expands service to the schools by increasing the children's collection to 35,350-more than doubling the resources. The hours of access for students after school are extended into the evening twice a week and on weekends. The amount of available seating for children is increased to 36, not including the 32 seats available in the Children's Multi-Purpose Room. There is a storytelling area for younger children, with benches that can also be use for family reading. There is a homework assistance program for at-risk youth that would not have been possible without the library staffing and program. Parent programs can now be conducted during school hours, using the library's meeting rooms, thus increasing parent participation.

From the library's point of view, library service to the underserved east area of Oakland is greatly enhanced by the joint venture. The three small branches in the area are too small to provide the collections, computers, seating, meeting rooms, group study rooms and services needed. Without the District's land, the *Master Plan* implementation of a greatly needed Community Branch in East Oakland would be delayed significantly. There would be no Community Branch called for by the *Master Plan* to provide equitable service in East Oakland. The District's contribution to the equipment, maintenance and utilities of the library reduce the library's operating costs considerably. The District's provision of staffing for both the Computer Lab and for classroom visits expands the library's programs and hours of service to students. The ability to use the large 250 seat Multi-Purpose Room in the schools will expand the capacity for programming beyond what would otherwise be provided in the library itself.

In addition, the co-located library provides an unprecedented opportunity to coordinate with the teachers of the two NSAs in the development of a collection that supports the curriculum and the development of a curriculum for information literacy instruction that can be delivered jointly by the teachers and the librarians.

## JURISDICTION-WIDE SERVICE

The Oakland Public Library system serves the City of Oakland and the cities of Emeryville and Piedmont through a Main Library, fifteen branches, the African American Museum and Library of Oakland (AAMLO) and a bookmobile.

Oakland is a city of neighborhoods. Traditionally its libraries have been mostly small facilities largely in residential neighborhoods, with the exception of the Main Library located near commercial downtown. Built between 1916 and 2003, the branches range in size from 1,700 to 15,200 square feet. Many of the facilities are too small to provide the wide array of collections, computers, programming space and special programs now needed by community members. Some cannot be expanded because of lack of land. The library development over the years has resulted in some areas of the City being underserved, including East Oakland, the area to be served by the 81<sup>st</sup> Avenue Branch. And yet there is resistance from both residents and legislators to consolidating branches or moving to a “regional” service plan, eliminating small neighborhood libraries in favor of larger regional ones.

With this background, OPL is in the process of completing its *Facilities Master Plan* to address the inequities in library service and to provide vision for the library’s future. A draft version of the *Master Plan* accompanies the Proposition 14 grant application. A summary of the *Facilities Master Plan* is included as an appendix to the *Community Library Needs Assessment*. Its recommendations are designed to provide equitable and responsive library services in every area of the City. They propose a network of libraries that includes:

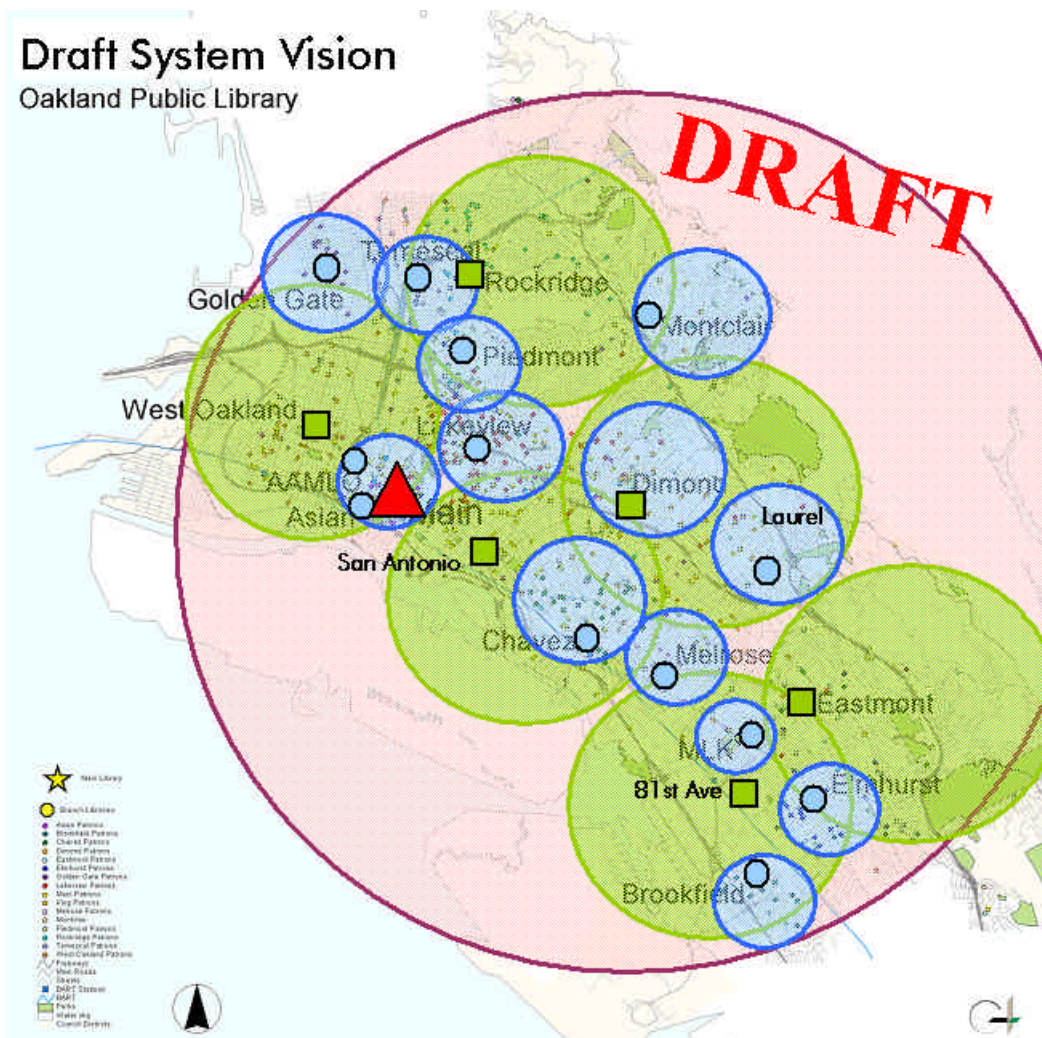
- Neighborhood Libraries developed to provide core services (collection, seating, computers) and to meet unique program and services needed at the neighborhood level
- Community Libraries providing a full array of library services such as technology labs, a broader and deeper collection, meeting rooms, group study rooms, and spaces for adults teens and children, in underserved areas of the city
- Main Library that acts as a Community Library as well as a system-wide resource with special collections and services

Each resident in Oakland will have access to a full range of library services, a large collection and a large bank of public computers through a combination of Neighborhood and Community Branches and the Main Library. The neighborhood branches will tailor collections and services to local needs. Community Branches will do the same for their local neighborhoods but also provide a broader and deeper collection for their larger community service area and supplement services of nearby smaller neighboring branches. The Main Library will serve its local community, develop and house the broadest and deepest collections and provide special services. This network is strengthened by a robust automation system and library Web page that will contribute to the resources available throughout the City. Materials are shared among branches and the Main Library using the on-line catalog to place reserves, and through the daily intra-library delivery system.

The 81<sup>st</sup> Avenue Branch will be a Community Branch. It will have collections and services that respond to the needs of its local neighborhood and supplement the collections and services of three small neighboring branches—Brookfield, Martin Luther King, Jr. and Elmhurst—enhancing library service in East Oakland. It is the first library facility designed within the framework on the *Facilities Master Plan*.

## Draft System Vision

Oakland Public Library



### Services Provided as Part of the Oakland Public Library System

#### *Collections*

- Access to the extensive circulating collection of OPL. Any of the extensive circulating items listed in the on-line database may be requested by Oakland resident and be delivered to the 81<sup>st</sup> Avenue Branch without charge. A daily delivery links all libraries.
- Collections of materials in languages other than English to provide new titles for patrons who are linguistically isolated or prefer to read in their native language. OPL provides titles in a vast array of languages, with special emphasis on Spanish as well as Asian languages including Cambodian, Chinese, Japanese, Korean, Tagalog, Thai, Vietnamese, and Laotian.
- Access to specialized collections of OPL, including a black history and reference collection, Asian American and American Indian studies collections, business materials, a lesbian/gay collection, Oakland history materials, and a religious collection.
- Daily delivery of materials among the OPL branches and Main Library to facilitate resource sharing.

### ***Reference Service***

- Telephone and reference for the entire library system during business hours.
- *E-Answers*, in which patrons may get brief answers to factual questions via e-mail.
- *Q and A Cafe*, which allows patrons to chat online with an experienced reference librarian 24/7.
- Staff training and development, including technology training for staff.

### ***Special Services***

- *Bookmobile* to serve geographically inaccessible areas and institutionalized community members who cannot get to the library.
- Extensive services and programming for patrons with disabilities, including TTY reference services; deaf culture celebrations; sign language interpretation services and real-time captioning; and adaptive technology such as screen readers, phonic ear assistive listening systems, Kurzweil reading machines, Braille copiers, and video magnifiers.
- *Dial a Story* free telephone storytelling.
- *Books for Wider Horizons*, a volunteer story reader recruitment, training, and placement program.
- *Head Start*, a comprehensive child development program incorporating education, health, mental health, nutrition, and social services for families with children ages three to five.
- *Lawyers in the Library*, which offers free legal advice for Oakland residents.
- *Second Start*, OPL's adult literacy program.
- *PASS!*, a free after-school homework assistance program for elementary schools students.
- Tax preparation assistance for seniors, offered in partnership with the American Association of Retired Persons.

### ***Technology***

- Access to OPL's collection and services through its robust Library Web site [www.oaklandlibrary.org](http://www.oaklandlibrary.org). The Oakland Public Library offers a wide variety of databases, most of which can be used by any patron with Internet access and a library card. Patrons use the OPL Web site to access the on-line catalog, subscription databases, useful Internet links, and reserve and renew materials. The Web site also has a wealth of information about library services. These services extend the information available to residents throughout the system, regardless of their local library resources.
- Support from system-wide administrative and support offices for computer maintenance.

### ***Management and Facilities Management***

- The 81<sup>st</sup> Avenue Branch will benefit from the leadership of the OPL management team, consisting of the Director, four Library Administrators, and the system's nine Library Managers who specialize in areas ranging from Accounting to Teen Services.
- General custodial maintenance.

### ***Other***

- Public relations for the Library and its services, including printed informational brochures and flyers for distribution to the public, maintenance of list of programs and events throughout the system that can be found on the Web site, and general publicity campaigns. Staff will assist with opening materials and events for the 81<sup>st</sup> Avenue Branch.
- The Oakland Public Library Foundation supports OPL as a community resource by funding special projects and building an endowment for the support of the library.

- The Library Advisory Commission comprises 15 community members who advise City Council on library policy.
- System-wide program development and special programs.

### **Services Provided to Meet Local and Larger Community Needs**

The 81<sup>st</sup> Avenue Branch will also provide materials and services based upon local needs identified during the *Community Library Needs Assessment*. These include:

#### ***81st Avenue Branch: Community-Specific Services***

- A collection of 65,000 books and audiovisual materials selected to meet the needs of community members as identified during the *Community Library Needs Assessment*, as well as to serve and supplement the collections of three smaller neighborhood branches. The 81<sup>st</sup> Avenue Branch's collection will emphasize materials for children, especially those materials that support the branch's role as a school library for the two NSAs that will be co-located with the branch. The branch's collection will also emphasize language materials (especially Spanish), a parenting collection, and materials to support the community's needs for reference, literacy, employment, and training resources.
- Meeting, classroom, and community gathering space to support a wide variety of programs and services.
- Children's and Teen Librarians to develop and coordinate services for younger library patrons.
- A dedicated Story Time area.
- Seating in a range of environments, from quiet seating for adults to spaces where patrons can read together as families.
- Access to technology, including computers, assistive devices for patrons with disabilities, audiovisual data/presentation equipment, video-conferencing equipment, and computer interfaces and software in Spanish as well as English.
- Partnerships with ACORN, OCO (Oakland Community Organizations), the Alameda County Youth Center, the One Stop Career Center, the Boys & Girls Club, East Oakland Youth Development Center, Tassafaronga Recreation Center, Neighborhood Crime Prevention Councils, the Coliseum Commerce Center Advisory Committee, the East Oakland Senior Center, neighborhood churches, and local industry to provide programs and services for area residents.
- A minimum of 40 hours of library operation per week, including evenings and weekends.
- Two small study rooms to accommodate a wide range of needs, such as group study, small meetings, and one-on-one literacy tutoring.
- A new Teen Area to encourage and accommodate teen use of the library.
- A "café" with a coffee bar, tables, and express Internet stations.

#### ***Services to Support K-12 Students***

- A partnership with the Oakland Unified School District to provide materials, space, technology, and homework assistance for the two NSAs co-located with the branch. The Children's Services area of the library will be an important component of this partnership, providing a Multi-Purpose Room and a child-scaled Computer Lab for use by classes from ACORN-Woodland Elementary and EnCompass Academy.
- Access to the branch's materials, resources, and study areas for students from other schools in the community.
- A Children's Librarian to support the joint-venture program.
- After-school study space for students, as well as seating for teens.



# TECHNOLOGY

## EXECUTIVE SUMMARY

Technology is integrated into each element of the *Library Plan of Service*, as organized by the goals and summarized below:

### Strengthen library services in underserved East Oakland

With few home computers and limited computer access at the three current libraries in East Oakland, patrons have not been able to take full advantage of the electronic resources the library provides. Sixty public access computers will greatly facilitate community use of these resources. Patrons will be able to search the on-line catalog, search the Internet, use electronic information databases, reserve materials they need that are at other library locations, renew materials, use business applications, and be guided to useful Web sites from the Library's home page. They will be able to request materials from other libraries easily. Staff will also be more available for assistance due to efficiencies in operations made possible by technology.

### Support formal learning

Students will have access to 60 multi-functional computers. They will access a wide array of electronic resources through the library's home page and conduct consolidated searches of the on-line catalog, subscription databases and the Internet. Teachers will bring classes from the two NSA elementary schools to the Computer Lab regularly for instruction. The Computer Lab equipment will have software for English language learners and for general curriculum support. Students in the PASS! Homework assistance program will receive computer instruction as part of their program.

For younger children a "Children's Catalog", the default on computers in the children's area and accessible from the computers in other areas of the library, will provide a user-friendly interface with library resources and links to child-friendly Internet sites. For older students there will be a rich collection of subscription databases that will assist with research projects and reports, and Web links for researching colleges and jobs.

### Empower residents through technology

Technology empowers library users who know most about the library and use it independently, as well as those who know least and need special guidance. Patrons who are able to use the library's resources independently will be facilitated by technology in returning and checking out materials, picking up reserves, reserving computer time and paying for computer and photocopy prints. Wireless connectivity will allow patrons to use their own devices in the library. Patrons with few computer skills can take computer classes in the library. They can be guided to useful electronic resources from the Library's home page.

### Encourage lifelong learning through programming and services for all ages

Patrons can use the Library's Web site for recommendations for good recreational reading for all ages. Adults can use "how to" CDs to learn about home repair and other personal interests using self-paced CDs.

### Provide resources and services for those with special needs

For those with limited reading skills, the Library's Web page will provide a link to electronic resources for reading, comprehension and vocabulary skill building. In the future, literacy

students will be able to participate in distance learning classes originating at the Library's Second Start Literacy headquarters. For Spanish speaking patrons there will be a Spanish language interface with the Library's home page, the ability to search the Internet in Spanish, and the Informe database with access to periodicals and a Spanish language interface for Windows and MS Office applications. For those with vision impairment, adaptive devices will facilitate the use of computers. These devices include a book reading machine, alternate keyboard and mouse, a screen magnifier and a touch screen monitor. The unemployed can use a Library home page link to access job listings and resources to build job skills.

#### Establish the Library/School Complex as Community Center

The library's meeting rooms will be a community resource. The library/school complex will be the site for community gatherings including classes; library, school or community-sponsored civic or cultural programs; and meetings. The meeting rooms will be equipped for audiovisual and data presentations. Wireless technology will allow them to be used with laptops for additional computer training spaces.

#### Introduce Effective and Efficient Operations

Technology will reduce the staff time involved in handling the circulation of materials, freeing staff to offer assistance to patrons more proactively. Self-check machines, RFID check-in and re-sensitization of returned materials will reduce the time books are not available on the shelves for patron use.

#### Infrastructure

The infrastructure for these services includes a robust automation system, either an upgraded Dynix or another new system, either T-1 or optical fiber link to the building (depending on the City's optical fiber initiative), Category 5E cabling throughout the library, a Main Communications Room (MCR) on the first floor with a Communications Closet on the second. The MCR will house the Library's network equipment, as well as telephone, intrusion alarm, access control and paging equipment.

## INTEGRATION OF APPROPRIATE TECHNOLOGIES IN RESPONSE TO SERVICE NEEDS

The integration of technology is based upon several assumptions:

- Technology is constantly changing; the infrastructure for technology should be as powerful, flexible and expandable as possible
- The integration of technology into every aspect of public service and staff tasks promotes staff efficiency and improves customer service
- The digital divide will continue to be an issue in this socio-economically disadvantaged area for some time
- The *Library Plan of Service* has integrated electronic technologies in response to service needs.

Technology empowers library users who know most about the library and use it independently, as well as those who know least and need special guidance. In this community, technology as a tool for linking patrons with resources is more important than the depth of electronic resources themselves.

Technology integrated in the *Library Plan of Service* to meet the needs of community members as identified in the CLNA is summarized below according to seven goals used earlier in this document. Technology is integrated into each of the elements of the *Library Plan of Service* to meet the needs of community members as identified in the *Community Library Needs Assessment*.

### ***Strengthen library services in underserved East Oakland***

The east area of Oakland is underserved, with three small branches unable to provide adequate collection, seating, public access computers, meeting and programming space, and needed services. Largely without home computers, and with very few available at the small branches, residents have been unable to use the rich resources available through the Library's home page. With the provision of 60 computers patrons will have sufficient access to computers to be able to:

- Search the library's on-line catalog and subscription databases
- Search the Internet independently or be guided to useful sites
- Reserve materials and have them delivered to their branch
- Renew materials
- Use business application software
- 

Access to additional materials will be provided as the Library affiliates with a consortium through which patrons can request interlibrary loans seamlessly from other library systems. The consortium will be dependent upon which automation system is selected for OPL.

Those who need assistance in using the library and its resources will find circulation staff more available to greet and assist them, having been relieved of repetitive clerical processes through technology. Reference staff will also be more accessible, with the reference "perches" and wireless telephones and computer tablets allowing staff to move among patrons and collections offering assistance. All staff will focus on orienting new users to the library so that they can use it more effectively themselves. This will be particularly important in this community with many new users.

### ***Support formal learning***

There is a high percentage of school age children in this area. Schools are performing poorly. Parents cannot always help their children be successful in school because of their own language or educational limitations. Sharing a campus with two elementary schools, and within walking distance of others, the library has an unprecedented opportunity to impact students. Technology is part of that impact.

Students will have access to 60 computers in the library. From the Library's home page (and child-friendly Children's Catalog) they can access the library's on-line catalog, subscription databases, the Internet, and business applications such as word processing for report writing. There are links from the home page to Internet sites particularly useful for homework assignments and research projects. By the time this library opens, students will be able to do a single consolidated search of the on-line catalog, the library's subscription databases and the Internet, a seamless interface.

Students in the two local elementary schools will use the library's Computer Lab at least once every two weeks, building basic computer skills, with instruction from their teachers and/or a District Computer Technician. The computers in the Lab will also be equipped with software identified by the LCC as particularly useful for English language learners for basic reading skill-building.

Students participating in the PASS! Homework assistance program will also have computer instruction as part of their program, especially an introduction to curriculum related Web sites and those that can help build reading or language skills.

### ***Empower residents through technology***

Patrons who are able to use the library's resources independently will be facilitated by technology. They will be able to return their materials through return slots, pick up their reserved books, use the express terminals to locate the materials or information they need, reserve a block of computer time electronically, and borrow materials through self-check machines. Their time on the computer will be managed by "time-out" software and their computer printouts controlled through vending cards. Print management equipment will allow the sharing of one printer by a bank of computers. Wireless infrastructure will allow individuals to bring in their own devices (albeit there are few at this time who can afford them).

The library will help bridge the digital divide for this impoverished community. In addition to providing access to computers, staff will provide a range of computer training classes that will help build computer literacy skills. Computer classes will range from an introduction to the mouse to very advanced Internet searching. Classes will be provided for children, teens, seniors, adults with special needs, those in the library's homework assistance program, families, job seekers, and new readers.

### ***Encourage lifelong learning for residents of all ages***

There are several ways in which technology impacts lifelong learning. Those seeking recreational reading can use the Library's lists of recommended titles and the subscription database Novelist. Parents will be able to use interactive storytelling and reading readiness CDs with their young children. Adults can use the "how to" CDs to learn about home repair at their own pace.

### ***Provide resources and services for those with special needs***

Services for special constituencies are enhanced through technology. New readers and literacy students will use a link from the Library's home page to reach exercises to build reading and comprehension skills. In the future they will also be able to participate in literacy classes originating in the Library's Second Start headquarters and video broadcast to distance learners.

Spanish-speaking patrons will have a Spanish-language interface with the Library's home page, with links to resources in Spanish, such as the Informe subscription database and Internet access search engines with Spanish interface. Students who are English-language learners will use skill-building software loaded on computers in the Computer Lab.



Patrons with visual impairments will be able to have printed materials read to them using a print reading machine. They will also be able to listen to books using computers with the capacity to play CDs. Adaptive equipment, including an alternate keyboard, alternate mouse, a screen magnifier attachment and a touch screen monitor will facilitate the use of public computers by the mobility impaired.

Those searching for jobs can use the home page link to such resources as the LearningExpress Library and job listings on other Web sites. They can easily access job tests and skill-building exercises through a link on the home page.

***Establish the library/school complex as community center***

Both the library and schools that share a campus are committed to involving and serving the broader community, in addition to the students. The library/school complex is envisioned as a community center and gathering place. One of the activities associated with this is the provision of adult education classes. Most will be held in the library's second floor Community Room or Classroom, some in conjunction with OUSD's Adult Education Program or the East Oakland Senior Center. Wireless infrastructure facilitates the use of laptops for computer training classes or other types of training. There will be 15 laptops available for programming.

Both rooms will have a built-in recessed motorized projection screen. The Community Room will have a ceiling-mounted audiovisual/data projector. A portable audiovisual/data projector can be used in any room of the library for presentations. In the future the library may be used as a distance-learning site for OUSD classes. The Community Room will be equipped for both videoconferencing transmissions and receipt.

***Introduce effective and efficient operations***

New models for both reference and circulation systems are incorporated into this library. The reference librarians will not be at a formal desk, but rather at moveable "perches" from which they can move freely with patrons to the collections. Wireless telephone headhone and wireless computer tablets make access to the online catalog from within the stacks possible. This will allow a much higher level of proactive service, effective in this community where many are not familiar with public library service.

The circulation system will be streamlined to reduce the number of times materials are handled by staff. From the staff point of view this reduces workload; from the patron's point of view, materials are back on the shelves and available much faster. The key to this efficiency is RFID technology. The library is designed so that patrons return their materials through return slots before even entering the library. They will rough sort the materials into audiovisual, adult and children's. As materials go through the slots their RFID tags are read and the materials are returned and re-sensitized as they drop into return bins. The system will also print out the data on any returned item that should be set aside for a "reserve". Staff will have only to sort returned items on carts and re-shelve them pulling any reserves. The system for checking out materials is also more efficient, with patrons using self check machines and being able to check out several items at one time rather than one-by-one.

With staff relieved of the repetitive circulation and return process, they are more available to interact with patrons on more complex circulation activities, to greet patrons as they enter the library, and to help orient them to the library and assist them to use its resources.

## Meeting the Needs of K-12 Students through Technology

The needs of the K-12 students in the economically disadvantaged east area of Oakland are enormous, both for their academic and personal lives. Technology in the new library will respond to or enhance services to meet many needs, including computers and computer training, curriculum support and homework assistance, information literacy, and reading enrichment.

### *Access to Computers and Computer Training*

K-12 students will use 60 multi-functional computers with access to the library's on-line catalog, subscription databases, the Internet and business applications such as word processing. Many without computers at home will use the library's computers for writing reports and practicing computer skills.

The students in the two NSA elementary schools with which the library shares a campus will visit the library's Computer Lab on a bi-weekly basis with their teachers to receive computer instruction. The computers will include software to develop reading skills of English language learners.

### *Curriculum Support and Homework Assistance*

The Library has a rich electronic collection/ Web links that is particularly useful to older students doing research. Subscription databases cover topics and resources that are used for homework and research assignments. In the future patrons will be able to search the library's catalog, subscription databases and the Internet as a consolidated search, a seamless interface. This will simplify the electronic research process for students. Library databases that will assist students currently include:

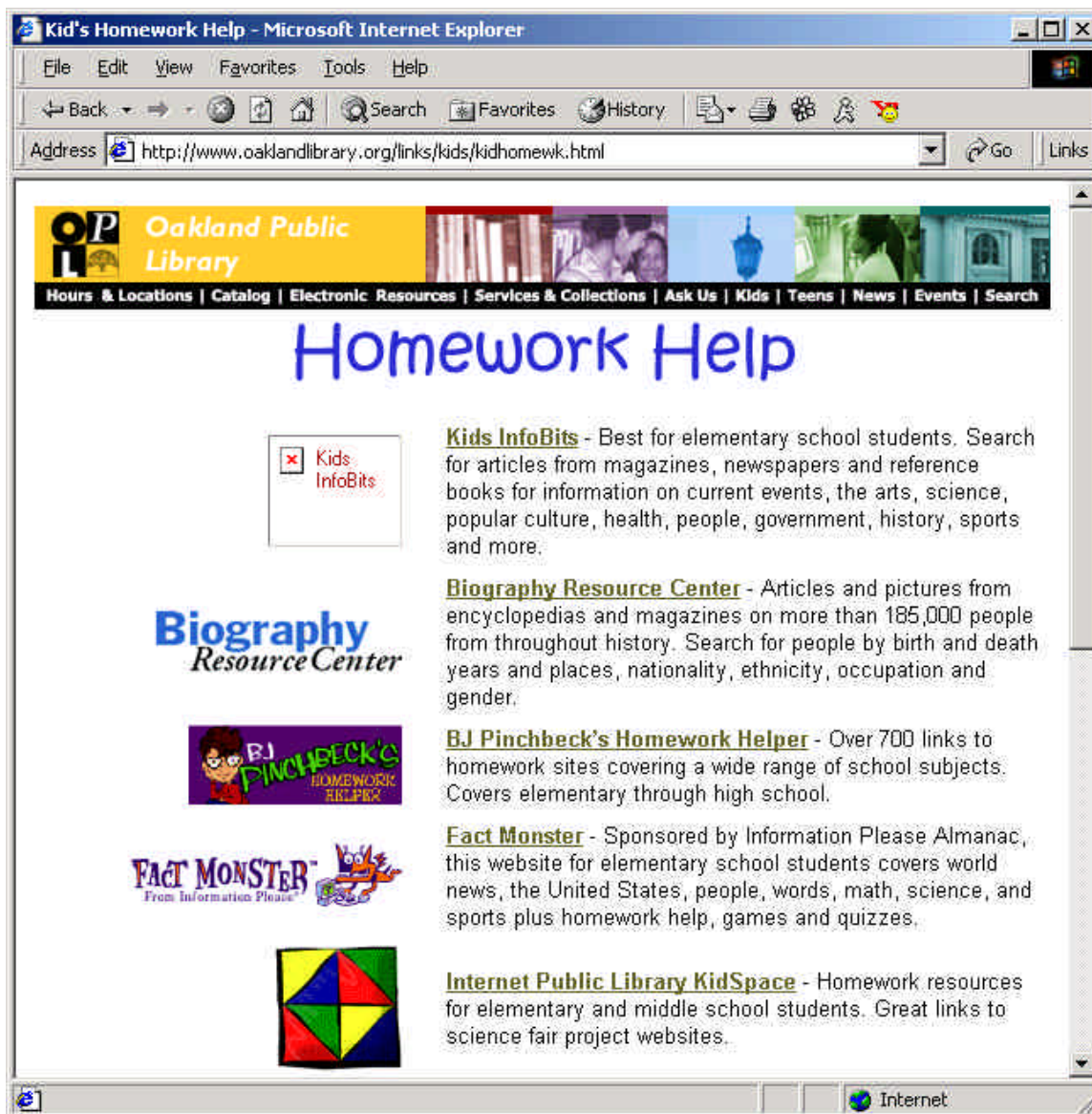
For younger students:

- Biography Resource Center, with articles on more than 185,000 people
- Kids InfoBits, with articles on typical report topics
- Web Links: BJ Pinchbeck's Homework Helper, Fact Monster, Internet Public Library KidSpace, Multnomah County Library Homework Center

For older students:

- *Rand California Report*, with California statistics and Rand publications
- *General Reference Center*, an index to articles in popular magazines
- National Newspaper Index, detailed index to the New York Times, Wall Street Journal, Washington Post, Los Angeles Times and Christian Science Monitor
- *Selected OPL Newspapers*, indexes to 10 additional newspapers collected by OPL
- *Health & Wellness Resource Center*, with health information from journals, magazines and reference books, many full-text
- *InfoTrac OneFile*, combines General Reference Center, Academic ASAP, Business & Company Resource Center, General Business File, and Health & Wellness Reference Center
- *LearningExpressLibrary*, an interactive database with practice tests, including SAAT, ACT, GED, TOEFL, ASVAB and some civil service job tests
- *Opposing Viewpoint Resource Center*, providing viewpoints on current event topics
- *SYBWorld*, with profiles of 192 countries
- *Student Resource Center*, with essays, background information on topics generally assigned to middle school students
- *College Source Online*, with 16,000 college catalogs

- Web Links: *General Homework Help*, *Math Forum*, *Math Goodies*, *Math2.org*, *Quick Math*, *Nueva School* for research skill building
- *Contemporary Authors*, *Contemporary Literary Criticism Select*, *Dictionary of Literary Biography*
- *Literature Resource Center*, with biographies and criticisms of authors



Spanish-speaking students can access *Informe*, an index to popular Spanish language magazines.

When the new automation system is operational, one of its features will be a version of the library's catalog for children, with child-friendly user interfaces and Internet links.

Students with computers and Internet access at home can chat on-line with an experienced reference librarian through the *QandACafé*, with live help 24 hours a day, 7 days a week.



### *Older Student Needs*

Older students need either information about further education and/or job information. There are a number of electronics resources that respond to these needs. The rate of unemployment in this area of the City is high. Service providers notice that it is particularly high among men, both young and older.

- Web links for college:  
*College is Possible*, a resource guide for parents, students and education professionals  
*Embark*, with tools to prepare for higher education  
*California Virtual Campus*, with online courses for high school students  
*Educational Testing Service*, with practice tests and questions  
*Financial Aid*  
FAFSA, free application for federal student aid
- Web links for jobs:  
*Job Resource for Teens*, with job tips  
*Job Ideas for Teens 15 and Younger: Beyond Babysitting*, with more job tips

### *Information Literacy*

Because of limited school libraries and staff, most students in OUSD schools do not know how to find, evaluate and use information. They may have some ability to navigate the Internet, but do not know how to evaluate the information they find. The library and two NSAs, as part of their joint venture project, will develop an information literacy curriculum to be integrated into the general studies of K-5 grade students. The curriculum will be developed and delivered jointly by teachers and Children's Librarians as part of the regular class visits to the library. Part of this training will involve electronic resources, and particularly navigating the Internet.

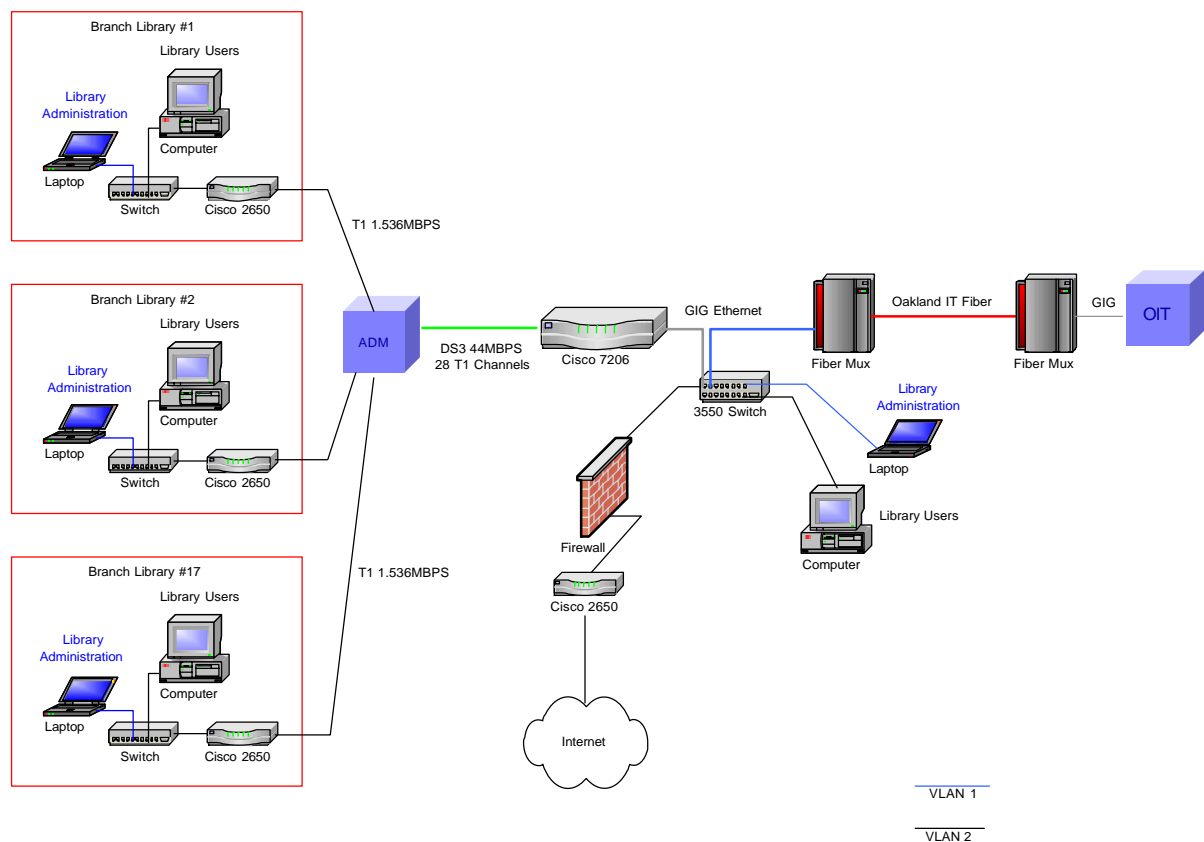
### *Reading Enrichment*

Students who want advice for books to read will be able to use the Library's Web site for suggestions. These include recommendations from Children's Librarians, links to Web sites with lists of award-winning books, and links to other recommended booklists.

## TECHNOLOGY IMPLEMENTATION

Much of the infrastructure for technology will be designed into the new 81<sup>st</sup> Avenue Community Branch. The library will have Category 5E cabling throughout, with either T1 or fiber interface depending upon the status of the City's initiative to bring fiber to all City facilities. All cables will terminate in a Main Communications Room (MCR) on the first floor or in a Communications Closet on the second floor that will be linked to the MCR with vertical risers. The MCR will be equipped with a rack for equipment, a patch panel with cables to switches, one router, four switches, a network modem, a UPS for the router, an intrusion alarm connected to the City's system, the telephone equipment and equipment for the Locnetics access control system.

### Oakland Library System



Page 1

By the time this library is in the next stage of design, Oakland Public Library will have determined whether it will be either upgrading its current Dynix automation system to the robust Horizon version, or will be introducing a new system. In either case, the basic services available to the public will be extensive. Patrons at the new library will be able to:

- Use 60 multi-functional public access computers
- Use 15 laptops in the library's Classroom and Community Room for computer training
- Access a user-friendly library home page with links to the Internet browsers as well as hot links to useful Internet sites for homework help, recommended reading, etc.; subscription databases, the on-line catalog
- From the library's home page reserve materials and have them sent to a convenient library for pick up, renew materials already borrowed, send e-mail reference questions for response, chat on-line with a reference librarian 24/7
- Use the library independently with self check machines, self-serve printers with print managers, reserve computers for use
- Access resources for special needs from the home page, including new readers, Spanish, jobs

The selection of the automation system will also trigger affiliation with a consortium through which patrons can request interlibrary loans seamlessly from other library systems.

RFID and wireless technologies will be part of the library's infrastructure. The public access computers may use wireless technology or may use hard wiring. Support for both will be in place.

In this community the depth and breadth of technology resources is not as important as the ease of accessing them. Between now and the opening of the library, the Library will develop links from its home page to resources for various constituencies. This is being done to meet the needs of the East Oakland community, but will be available and useful system-wide. These include:

- A children's interface with the library's resources, with Internet links that are useful for children, a Children's Catalog. This would be the default home page for the computers in the Computer Lab and the public access computers in the children's area of the library.
- A link to resources for job-seekers developed and maintained by staff of the Main Library's Social Science, Business and Science Department
- A link to resources for new readers who want to build reading and writing skills developed and maintained by the staff at the Library's Second Start literacy program
- A Spanish version of the Library's Web page-not a literal translation, but a parallel version with links appropriate to Spanish-speaking residents developed and maintained by the Technology staff with assistance from the International Language staff committee

The library also expects to have a "consolidated searching" capability. Patrons will be able to search the library's on-line catalog, subscription databases and the Internet simultaneously.

Through the joint venture and its Library Coordination Committee (LCC) during the year before opening, the software that would be most helpful for student skill-building and English language reinforcement will be determined, so that it may be available on the Computer Lab computers by opening day. The LCC will meet quarterly and continually refine both the print and electronic resources offered in the co-located school/public library to support students.

There are several technology initiatives for the future, with no deadline at the present time. Patrons will be able to renew materials by phone, a useful service in a community like this with few home computers. One is an optical fiber connection to the library site, dependent upon City funding for all city buildings. Another is the application for e-rate funding to purchase videoconferencing equipment that would allow the literacy classes presented at the library's

Second Start headquarters in West Oakland Branch Library to be transmitted to the new library and its patrons. There is a potential partnership with either OUSD Adult Education or KTOP Cable for the transmission of classes from the library's Community Room and/or the identification of the Community Room as a distance learning reception site for video-conferenced classes.